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ABSTRACT

This curriculum guide designed to assist business and office education teachers to better prepare adults seeking employment in office occupations contains seven units: (1) Career Opportunities in Business, 2 hours (general clerical, typing, stenography, job market, choosing a job), (2) Communications, 4 hours (what is communication, how and why we communicate, communication barriers and avoiding them, group discussion, extemporaneous talk, executive briefing, telephone personality, mechanics and techniques, special telephone equipment and communication services), (3) Office Machines, 10 to 20 hours (10-key adding machines, calculating machines, duplicating machines, transcribing machines), (4) Business Filing and Records Management, 6 hours (record control, defining filing, alphabetic filing, filing materials and supplies, filing procedures, types of filing system, special files and information systems), (5) The Plus Factors (personal and professional qualities, employer-employee and employee-employee relations, handling visitors, work habits, work area, reference materials), (6) Language Arts Skills, 40 to 60 hours (self-assessment, grammar and punctuation review, capitalization, number usage, abbreviations, business letters, dictionary skills and word division, spelling, proofreading), and (7) Applying for a Job, 2 hours (resume, cover letter, applying in person). Each unit includes a statement of unit objective, specific behavioral objectives, a topical content outline, teaching and learning activities, and resources. A bibliography of available resources and an appendix of teaching materials are included. (EM)

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OFFICE UPDAT

A COURSE GUIDE FOR ADULT BUSINESS EDUCATION TEACHERS

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MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland
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Division of Vocational-Technical Education

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FFICE UPDATE

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FOREWORD

This document was developed by the Department of Adult Education, Montgomery County Public Schools un Maryland State Plan for Vocational-Technical Education to provide adult education materials in the ar and Office Education.

Many Business Education teachers of the Department of Adult Education, Montgomery County Public Schoo excellent suggestions and recommendations for this course guide. Special recognition should be given lowing adult education teachers who worked on the guide:

Marjorie Cammarota
Louise Ferreras
Suzanne Fishell
Mary Wykes

Special appreciation is given to Norma C. Day, Director, Department of Adult Education and Sara Pasco cation Specialist.

FOREWORD

d by the Department of Adult Education, Montgomery County Public Schools under the FY 1974
ocational-Technical Education to provide adult education materials in the area of Business

achers of the Department of Adult Education, Montgomery County Public Schools, offered
recommendations for this course guide. Special recognition should be given to the fol-
chers who worked on the guide:

Marjorie Cammarota
Louise Ferreras
Suzanne Fishell
Mary Wykes

ven to Norma C. Day, Director, Department of Adult Education and Sara Pascoe, Adult Edu-

POINT OF VIEW

Adult students in Business and Office Education are presently provided with courses in Typewriting
keeping/Accounting, Office Practice, and other traditional offerings.

This course guide, OFFICE UPDATE, is designed to assist teachers to better prepare adults seeking
office occupations by providing them with units in career opportunities, communications, job appli
art skills, use of office machines, and some "plus factors" needed for successful employment.

All requests for information regarding these materials should be forwarded in writing to Mr. Thoma
cialist in Business and Office Education, MSDE/DVTE, P.O. Box 8717, B-WI Airport, Baltimore, MD 21

POINT OF VIEW

ness and Office Education are presently provided with courses in Typewriting, Shorthand, Book-
ffice Practice, and other traditional offerings.

ICE UPDATE, is designed to assist teachers to better prepare adults seeking employment in
providing them with units in career opportunities, communications, job applications, language
ice machines, and some "plus factors" needed for successful employment.

mation regarding these materials should be forwarded in writing to Mr. Thomas E. Miller, Spe-
d Office Education, MSDE/DVTE, P.O. Box 8717, B-WI Airport, Baltimore, MD 21240.

CAREER OPPORTUNITIES IN BUSINESS

TIME: 2 hours

STATEMENT: This unit is designed to explore career opportunities as well as the students' own person
tions and goals for an occupation in business, particularly in the general clerical, typing, and secr

OBJECTIVES: The student will be able to:

1. Rank the job levels in general clerical, typing, and secretarial occupations.
2. Describe the job requirements and duties of the specific occupations in general clerical, ty
   secretarial fields, including wages, hours, working conditions, educational, and personal re
3. Choose a job or jobs for which they feel they are best suited and research it in terms of ca
   tunities, educational requirements, wages, hours, and working conditions.
4. Identify the job market within their area by pooling information from newspaper want ads, em
   agencies, business and industrial sectors, and the federal Civil Service Commission.
5. Identify the student's personal occupational needs in choosing a job such as time schedules,
   returning to work, benefits, salaries, and the other commitments.

CAREER OPPORTUNITIES IN BUSINESS

TIME: 2 hours

esigned to explore career opportunities as well as the students' own personal qualifica- cupation in business, particularly in the general clerical, typing, and secretarial areas.

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market within their area by pooling information from newspaper want ads, employment s and industrial sectors, and the federal Civil Service Commission.

ent's personal occupational needs in choosing a job such as time schedules, reasons for , benefits, salaries, and the other commitments.

CAREER OPPORTUNITIES IN BUSINESS

Topic	Activities	
I. Career Opportunities A. General Clerical 1. Addressing Machine Operator 2. Cashiers 3. Correspondence Clerks 4. Duplicating-Machines Operator 5. File Clerk 6. General Clerical 7. Mail Clerk 8. Mail Preparing and Mail Handling Machine Operator 9. Office Duplicating Operator 10. Office Machines Operator 11. Telephone Switchboard Operator 12. Personnel Clerks 13. Receptionist-General 14. Receptionist-Medical 15. Receptionist-PBX Switchboard Operator 16. Telephone Answering Service Operator 17. Telephone Solicitor 18. Telephone Switchboard Operator 19. Tellers	Discuss the job requirements and the job description of the jobs listed in Appendix A. Have students describe the requirements and duties of various jobs they have held in the past. Have students choose the job or jobs that interest them and for which they feel they are best qualified. Have students research these jobs in terms of career opportunities, educational requirements, wages, hours and working conditions.	U.S. Departm Occupational Bureau of La 1972-73 Edit D.C. See Appendi Andrews, Ma You Want. C Series. New McGraw-Hill 1968.
B. Typing 1. Automatic Typewriter Operator 2. Clerk Typist 3. Forms Typist 4. Mail Preparing and Mail Handling Operator 5. Statistical Typist 6. Stencil Typist 7. Telegraphic Typewriter Operator		

BUSINESS

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ce Clerks
Machines Operator

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cating Operator
hes Operator
itchboard Operator
rks
-General
-Medical
-PBX Switchboard

wering Service

licitor
itchboard Operator

pewriter Operator

ng and Mail Handling

Typist
st
Typewriter Operator

Activities

Discuss the job requirements and the job description of the jobs listed in Appendix A. Have students describe the requirements and duties of various jobs they have held in the past.

Have students choose the job or jobs that interest them and for which they feel they are best qualified. Have students research these jobs in terms of career opportunities, educational requirements, wages, hours and working conditions.

Resources

U.S. Department of Labor. Occupational Outlook Handbook. Bureau of Labor Statistics. 1972-73 Edition, Washington, D.C.

See Appendix A.

Andrews, Margaret. The Job You Want. Opportunity Knocks Series. New York: Gregg/McGraw-Hill Publishing Company, 1968.

CAREER OPPORTUNITIES IN BUSINESS

Topic	Activities	Resour
8. Transcribing Machine Operator		
9. Typist		
10. Varitypist		
C. Stenography		Noyes, Nell Braly. *As A Secretary*. H Career World Book per copy.
1. Administrative Secretary		
2. Clerk Stenographer		
3. Executive Secretary		
4. Junior Secretary		
5. Legal Secretary		
6. Medical Secretary		
7. Secretary		
8. Senior Secretary		
9. Stenographer		
10. Technical Secretary		
II. The Job Market		
A. Employment Agencies-Private and Public	Discuss the job market in relation to part-time employment, women in the work force, and middle-aged and older workers.	Filmstrip: "Job C Now-Group I." SVE Visual Education, Ill. 60614
B. Classified Advertisements		
C. Direct Inquiry	Have students pool specific information from newspaper want ads, business and industrial sectors, state and private employment agencies, the federal Civil Service Commission concerning job requirements, salaries, working conditions, etc., in order to learn which jobs are	Film: *Opportuniti* *Work*. Business Ed Brooklyn, N.Y. 112
D. Civil Service Announcements		
E. Local Government Announcements		
III. Choosing a Job to Fit Your Needs		
A. Part-time vs. Full-time		
B. Location		

INESS

	Activities	Resources
achine Operator		
Secretary her tary y ry y tary		Noyes, Nell Braly. Your Future As A Secretary. Highwood, Ill.: Career World Book Service. $1.95 per copy.
-Private and mants cements ouncements our Needs ime	Discuss the job market in relation to part-time employment, women in the work force, and middle-aged and older workers. Have students pool specific information from newspaper want ads, business and industrial sectors, state and private employment agencies, the federal Civil Service Commission concerning job requirements, salaries, working conditions, etc., in order to learn which jobs are	Filmstrip: "Job Opportunities Now-Group I." SVE Society for Visual Education, Inc., Chicago, Ill. 60614 Film: Opportunities in Clerical Work. Business Education Films, Brooklyn, N.Y. 11204

CAREER OPPORTUNITIES IN BUSINESS

Topic	Activities
D. Fringe Benefits	readily available within their area.
E. Opportunities for Promotion	Discuss the full-time, part-time options, opportunities for promotion, and other factors which may influence a job or career choice.
F. Other Factors	

	Activities	Resources
ts	readily available within their area.	
for Promotion	Discuss the full-time, part-time options, opportunities for promotion, and other factors which may influence a job or career choice.	

COMMUNICATIONS UNIT

Time: 4 hours

Part I - FIRST DOOR TO YOUR BUSINESS

STATEMENT: This unit will emphasize the importance of effective communications to success in the busi
The student will be made aware of communications barriers and ways in which they can be avoided.

OBJECTIVES: The student will be able to:

1. Analyze the communications process by the major components.
2. Interview another member of the class.
3. Name various ways people communicate.
4. Identify communication through body language.
5. List reasons for communications.
6. List some ingredients that shape our personal language.
7. Name some barriers to effective communication.
8. Name some ways the sender and receiver can avoid communication barriers.
9. Describe the difference between inference and fact.
10. Be able to apply the four useful questions: who said so?, what did he say?, what did he mean
does he know?
11. Participate as an active member of a group discussion.
12. Give a short (one minute) extemporaneous talk on a topic of current interest.
13. Make an effective introduction of another person.
14. Brief the executive.

COMMUNICATIONS UNIT

Time: 4 hours

BUSINESS

mphasize the importance of effective communications to success in the business world.
re of communications barriers and ways in which they can be avoided.

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o effective communication.

ender and receiver can avoid communication barriers.

nce between inference and fact.

four useful questions: who said so?, what did he say?, what did he mean?, and how

tive member of a group discussion.

nute) extemporaneous talk on a topic of current interest.

troduction of another person.

COMMUNICATION UNIT - First Door To Your Business

Topic	Activities	Re
I. First Door To Your Business A. What is Communication? 1. Message Source-Sender 2. Language or Form of Transmission 3. Destination-Receiver	Have pairs of students interview each other for five minutes, then introduce person interviewed to class with as many interesting facts as they can in a one-minute period.	
B. How We Communicate 1. Visual Symbols 2. Oral Symbols 3. Physical Touch 4. Gesture, Posture	Use Compsych checklist to evaluate communication skills. (See Appendix B.)	"Self-Evaluati Improving Your Skills. Marin fornia: Comps 1970. pp. 1-2
	Use Pretest, "How Much Do You Communicate?" (See Appendix B.)	From 9 to 5, S WETA/Channel 2 D.C. p. 4.
	For discussion of body language, teacher could find appropriate pictures to project with VuGraph or hold up or pass around to class.	Fabun, Don. C The Transfer o Beverly Hills: 1968. Publish Aluminum and C tion.
	Discuss items of topic outline using brainstorming wherever possible, asking students to name ways we communicate, ideas of why we communicate, barriers to communication, etc. as a teacher or student writes on board.	Fast, Julius. New York: M. Inc., 1975.

	Activities	Resources
Business ication? urce-Sender r Form of on n-Receiver	Have pairs of students interview each other for five minutes, then introduce person interviewed to class with as many interesting facts as they can in a one-minute period.	
cate bols ls ouch osture	Use Compsych checklist to evaluate communication skills. (See Appendix B.)	"Self-Evaluation Checklist." *Improving Your Communication Skills*. Marina del Rey, California: Compsych Systems, Inc., 1970. pp. 1-2.
	Use Pretest, "How Much Do You Communicate?" (See Appendix B.)	*From 9 to 5, Student Workbook*. WETA/Channel 26. Washington, D.C. p. 4.
	For discussion of body language, teacher could find appropriate pictures to project with VuGraph or hold up or pass around to class.	Fabun, Don. *Communications: The Transfer of Meaning*. Beverly Hills: Glencoe Press, 1968. Published by Kaiser Aluminum and Chemical Corporation.
	Discuss items of topic outline using brainstorming wherever possible, asking students to name ways we communicate, ideas of why we communicate, barriers to communication, etc. as a teacher or student writes on board.	Fast, Julius. *Body Language*. New York: M. Evans and Company, Inc., 1975.

COMMUNICATION UNIT - First Door to Your Business

Topic	Activities	Resourc
C. Why We Communicate 1. Attention 2. Understanding of what is expected of us 3. Gain acceptance 4. To bring about action, compliance with instructions	Show film, Why Man Creates.	Film: Why Man Cre Films (Rental) P.O Santa Monica, Cali purchased from Kai Oakland, Calif.
D. Barriers to Communications 1. Individual experience 2. Lack of interest and/or knowledge 3. Poor presentation (visual or mental) 4. Failure to interpret feedback 5. Attitudes and prejudices 6. Word meanings, connotations 7. Poorly prepared approach 8. Wordiness, jargon, gobbledygook 9. Poor listening and reading habits 10. Crossed transactions	After discussion of communication barriers, have class break up into groups and complete exercise - "Barriers To Oral (Aural) Communication and How To Overcome Them." (See Appendix B.) Have a "report back" session, combining ideas after 20 minutes in smaller groups or have each group take a certain number of items and share their thoughts in report-back session.	From 9 to 5, Stude WETA/Channel 26.

Door to Your Business

	Activities	Resources
of what is action, instructions	Show film, Why Man Creates.	Film: Why Man Creates. Pyramid Films (Rental) P.O. Box 1048, Santa Monica, Calif. 90406, or purchased from Kaiser Aluminum, Oakland, Calif.
ications rience t and/or ion (visual rpret feed- rejudices connotations approach on, goobledy- and reading tions	After discussion of communication barriers, have class break up into groups and complete exercise - "Barriers To Oral (Aural) Communication and How To Overcome Them." (See Appendix B.) Have a "report back" session, combining ideas after 20 minutes in smaller groups or have each group take a certain number of items and share their thoughts in report-back session.	From 9 to 5, Student Workbook, WETA/Channel 26. pp. 16-17.

COMMUNICATION UNIT - First Door To Your Business

Topic	Activities	Re
E. How Sender Can Avoid Communication Barriers 1. Prepare the approach 2. Explain what you mean 3. Listen for understanding 4. Verify by feedback	Give quiz, "How Much Do You Infer?", and discuss answers. (See Appendix B.) Have One-Way and Two-Way Communication exercises and discuss difference of response when feedback is allowed. (See Appendix B.)	From 9 to 5, WETA/Channel D.C., p. 5. From 9 to 5, cussion Leade Channel 26, p
F. How Receiver Can Avoid Communication Barriers 1. Ask "Who said it?" (Don't accept "they" or "I was told") 2. "What did he say?" 3. "What did he mean?" 4. "How did he know?" a) Is he an expert? b) Is it fact or inference? c) What were his sources of information?	Role play in small groups various typical office communication situations and discuss effectiveness of communication and how communication might be improved. (See Appendix B - Communicating For Results.)	Forest, Raymo graphic Study Greenfield, M Bete Company, "Communicatin Improving You Skills. Mari ifornia: Com pp. 11-13.
G. How to Participate in a Group Discussion	Analyze group discussion techniques. Break class into several groups. Give topic for discussion; have each group appoint a leader and a secretary, carry on discussion for fifteen minutes, then have secretary from each group report back results of group discussion, analyzing participation, decisions, etc.	"When a Secre Up and Talk." vate Secretar Sec. II, Nov. This is publi of Business P Waterford, Co

c	Activities	Resources
void Communication pproach you mean nderstanding dback	Give quiz, "How Much Do You Infer?", and discuss answers. (See Appendix B.) Have One-Way and Two-Way Communication exercises and discuss difference of response when feedback is allowed. (See Appendix B.)	From 9 to 5, Student Workbook, WETA/Channel 26. Washington, D.C., p. 5. From 9 to 5, Workshop and Discussion Leader's Guide. WETA/Channel 26, p. 14.
Avoid Communica- it?" (Don't " or "I was say?" mean?" now?" expert? t or inference? his sources ation?	Role play in small groups various typical office communication situations and discuss effectiveness of communication and how communication might be improved. (See Appendix B - Communicating For Results.)	Forest, Raymond P. A Scriptographic Study About Semantics. Greenfield, Mass.: Channing L. Bete Company, Inc., 1969, p. 2. "Communicating for Results." Improving Your Communications Skills. Marina del Rey, California: Compsych Systems, pp. 11-13.
e in a Group	Analyze group discussion techniques. Break class into several groups. Give topic for discussion; have each group appoint a leader and a secretary, carry on discussion for fifteen minutes, then have secretary from each group report back results of group discussion, analyzing participation, decisions, etc.	"When a Secretary Has to Get Up and Talk." P.S. for Private Secretaries, Vol. 26, Sec. II, Nov. 1963, pp. 32-39. This is published by the Bureau of Business Practice at Waterford, Connecticut.

Topic	Activities	Resourc
		Sondel, Bess. Ev New York: Barnes 1968. Price $1.2
H. How to Give a Short, Informal Extemporaneous Talk	Have members of class discuss elements of effective speaking; have them draw a topic and give a one-minute extemporaneous talk; ask other students for comments about effectiveness of talks. Suggest written comments.	
I. How to Brief the Executive	Discuss importance of preparing to brief the executive; establishing priorities; asking for actions required, etc. (See Appendix B-"Briefing the Executive".) Give students some sample situations and have them role play a boss/subordinate briefing situation for three minutes. Discuss.	Morgan, Sylvia. " Executive." U.S. Commission. Commu Office Skills Tra Washington, D.C. 2

	Activities	Resources
		Sondel, Bess. Everyday Speech. New York: Barnes & Noble, Inc., 1968. Price $1.25.
Informal	Have members of class discuss elements of effective speaking; have them draw a topic and give a one-minute extemporaneous talk; ask other students for comments about effectiveness of talks. Suggest written comments.	
cutive	Discuss importance of preparing to brief the executive; establishing priorities; asking for actions required, etc. (See Appendix B-"Briefing the Executive".) Give students some sample situations and have them role play a boss/subordinate briefing situation for three minutes. Discuss.	Morgan, Sylvia. "Briefing the Executive." U.S. Civil Service Commission. Communications and Office Skills Training Center. Washington, D.C. 20415

COMMUNICATIONS UNIT

Time: 3 hours

Part II - SECOND DOOR TO YOUR BUSINESS

STATEMENT: This unit covers the importance of courteous and efficient telephone communications operation of a business office.

OBJECTIVES: The student will be able to:

1. Demonstrate through role playing or voice recording a pleasant and courteous telephone
2. Analyze problem areas in the use of the telephone.
3. Apply proper techniques in making and receiving business calls.
4. Understand the mechanics of the telephone, operate special telephone equipment, and appl procedures in the placement of long distance calls, including collect calls, credit car ference calls, and wide area telephone service (WATS).

COMMUNICATIONS UNIT

Time: 3 hours

TO YOUR BUSINESS

covers the importance of courteous and efficient telephone communications for the effective of a business office.

nt will be able to:

hrough role playing or voice recording a pleasant and courteous telephone speaking voice.

lem areas in the use of the telephone.

techniques in making and receiving business calls.

e mechanics of the telephone, operate special telephone equipment, and apply recommended the placement of long distance calls, including collect calls, credit card calls, con-, and wide area telephone service (WATS).

Topic	Activities	Resourc
II. The Second Door To Your Business A. Telephone Personality 1. Voice 2. Speech 3. Vocabulary 4. Attitude	Obtain booklets from C & P Telephone Company and distribute to class. Discuss with students the characteristics of a pleasing telephone personality and the importance of telephone courtesy. Consider these questions: What factors contribute to the success of business calls? How is courtesy expressed over the telephone? What qualities are present in a "good telephone personality?" Compare face-to-face and voice-to-voice conversations. Using tape recorder, have students practice voice recording exercises to analyze and improve speaking voice. Evaluate through class discussion. (See Appendix B.) Suggested films to show from C & P Telephone Company: How To Lose Your Best Customer - Without Really Trying; A Manner of Speaking; The Voice of Your Business.	Booklets publishe Telephone Company Your Telephone Telephone Talk You and Your T The Secretary a phone How To Use You Telephone Teletraining For E Studies. Teacher' ican Telephone and Company, 1965. Films: Educator's Free Films by The and Potomac Teleph Baltimore, Marylan For additional fre contact: Miss Amanda L. B Public Relations C & P Telephone Sun Life Buildin Baltimore, Maryl Phone: (301) 3

Door To Your Business

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Activities

Obtain booklets from C & P Telephone Company and distribute to class.

Discuss with students the characteristics of a pleasing telephone personality and the importance of telephone courtesy. Consider these questions: What factors contribute to the success of business calls? How is courtesy expressed over the telephone? What qualities are present in a "good telephone personality?"

Compare face-to-face and voice-to-voice conversations. Using tape recorder, have students practice voice recording exercises to analyze and improve speaking voice. Evaluate through class discussion. (See Appendix B.)

Suggested films to show from C & P Telephone Company: How To Lose Your Best Customer - Without Really Trying; A Manner of Speaking; The Voice of Your Business.

Resources

Booklets published by C & P Telephone Company:

Your Telephone Personality

Telephone Talk

You and Your Telephone

The Secretary and The Telephone

How To Use Your Multi-Button Telephone

Teletraining For Business Studies. Teacher's Guide, American Telephone and Telegraph Company, 1965.

Films: Educator's Index of Free Films by The Chesapeake and Potomac Telephone Company, Baltimore, Maryland 21201

For additional free materials contact:

Miss Amanda L. Bowman
Public Relations Supervisor
C & P Telephone Company
Sun Life Building
Baltimore, Maryland 21201

Phone: (301) 393-8404

Topic	Activities	Reso
B. Mechanics of the Telephone 1. Proper holding of telephone 2. Sensitivity of telephone to extraneous noises 3. Dialing correctly 4. Depressing buttons properly	Discuss with students and demonstrate the correct use of the telephone instrument.	
C. Special Telephone Equipment 1. Multi-button telephone 2. Call director 3. Speakerphone 4. Automatic dialing telephones a) Card dialer b) Magicall c) Call-a-matic	Briefly discuss with students the various kinds of telephone equipment commonly used in business offices noting the advantages of each. Refer to textbook illustrations for various examples. If convenient, visit a school or business office to see demonstration of telephone equipment. Use handout: How to Use Your Multi-button Telephone - C & P Telephone Co.	Refer to Unit Meehan, James Secretarial O 8th ed. Cinci Western Publi 1972. Unit 9 Fries, Albert Applied Secre 7th ed. New Y Community Col McGraw-Hill B Unit 4, pp. 5 Gregg, John R. Secretarial P New York: Gr McGraw-Hill B Unit 10, pp. 2

cond Door To Your Business

pic	Activities	Resources
e Telephone ing of telephone of telephone to noises rectly buttons properly	Discuss with students and demonstrate the correct use of the telephone instrument.	
ne Equipment n telephone or e ialing telephones aler l matic	Briefly discuss with students the various kinds of telephone equipment commonly used in business offices noting the advantages of each. Refer to textbook illustrations for various examples. If convenient, visit a school or business office to see demonstration of telephone equipment. Use handout: How to Use Your Multi-button Telephone - C & P Telephone Co.	Refer to Units in: Meehan, James R., et al. Secretarial Office Procedures. 8th ed. Cincinnati: South-Western Publishing Company, 1972. Unit 9, pp. 309-316. Fries, Albert C., et al. Applied Secretarial Procedures. 7th ed. New York: Gregg and Community College Division, McGraw-Hill Book Company, 1974. Unit 4, pp. 50-68. Gregg, John R., et al. Applied Secretarial Practice, 6th ed. New York: Gregg Division, McGraw-Hill Book Company, 1968. Unit 10, pp. 223-249.

COMMUNICATION UNIT - Second Door To Your Business

Topic	Activities	Resourc
D. Telephone Techniques 1. Incoming calls a) Preparing to receive calls b) Answering promptly c) Identifying yourself d) Being helpful to caller e) Screening calls f) Taking messages correctly g) Leaving and returning to the line h) Transferring calls i) Following through	Pretest: Are you Phonogenic? (See Appendix B.) This test is a good means of alerting class to many areas to be discussed under this topic. Instructor will help class analyze problem areas by going over test and using it as a basis for discussion. Discuss with students the various techniques that are essential in handling courteous and efficient telephone communications. Include identification phrase when answering phone, developing information, leaving and returning to the line, avoiding lengthy waiting periods, taking messages correctly, and screening calls. Distribute a sample message pad. Have students practice taking messages during role playing situations. Read back for clarification. Give students problem situations to analyze. Discuss. (See Appendix B.)	Meehan, James R. Clerical Office 5th ed. Cincinn Western Publishi 1973. Unit 9, p Woodward, Theodo General Office P for Colleges, 6t Cincinnati: Sou Publishing Compa Unit 10, pp. 99- From 9 to 5 - St produced by WETA in cooperation w Service Commissi ton, D.C., 1968. Telephone Techni Manual, U.S. Civ Commission, Bure Communication an Skills Training Washington, D.C. pp. 19, 20, 34,

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to caller

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s correctly

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Activities

Pretest: Are you Phonogenic? (See Appendix B.) This test is a good means of alerting class to many areas to be discussed under this topic. Instructor will help class analyze problem areas by going over test and using it as a basis for discussion.

Discuss with students the various techniques that are essential in handling courteous and efficient telephone communications. Include identification phrase when answering phone, developing information, leaving and returning to the line, avoiding lengthy waiting periods, taking messages correctly, and screening calls. Distribute a sample message pad. Have students practice taking messages during role playing situations. Read back for clarification.

Give students problem situations to analyze. Discuss. (See Appendix B.)

Resources

Meehan, James R., et al. Clerical Office Procedures, 5th ed. Cincinnati: South-Western Publishing Company, 1973. Unit 9, pp. 302-337.

Woodward, Theodore, et al. General Office Procedures for Colleges, 6th ed. Cincinnati: South-Western Publishing Company, 1972. Unit 10, pp. 99-107.

From 9 to 5 - Student Workbook produced by WETA/Channel 26 in cooperation with U.S. Civil Service Commission. Washington, D.C., 1968. pp. 18-19.

Telephone Techniques. Student Manual, U.S. Civil Service Commission, Bureau of Training, Communication and Office Skills Training Center, Washington, D.C. 20415. pp. 19, 20, 34, 37-40.

COMMUNICATION UNIT - Second Door To Your Business

Topic	Activities
	Role Play. Assign role-playing situations or have students develop their own based on experiences. (See Appendix B.) Ask class to discuss and evaluate the techniques and courtesy represented in each skit. Video tape if possible, excellent way to evaluate.
2. Outgoing calls a) Planning the call	Discuss with students basic points to consider when planning and placing a call.
b) Using telephone directory c) Placing the call d) Terminating the call	Assign exercises in using telephone directory, i.e., finding area codes, time zones, addresses, emergency numbers, information in yellow pages, etc.
	Assign role playing situations involving outgoing calls both local and long distance. Include such factors as planning the call, looking up the number, proper identification, leaving a message and terminating the call.

- Second Door To Your Business

Topic	Activities	Resources
	Role Play. Assign role-playing situations or have students develop their own based on experiences. (See Appendix B.) Ask class to discuss and evaluate the techniques and courtesy represented in each skit. Video tape if possible, excellent way to evaluate.	
g calls nning the call	Discuss with students basic points to consider when planning and placing a call.	
ing telephone directory cing the call minating the call	Assign exercises in using telephone directory, i.e., finding area codes, time zones, addresses, emergency numbers, information in yellow pages, etc.	
	Assign role playing situations involving outgoing calls both local and long distance. Include such factors as planning the call, looking up the number, proper identification, leaving a message and terminating the call.	

Topic	Activities
E. Special Communication Services 1. Collect calls 2. Credit card calls 3. Conference calls 4. Wide area telephone service (WATS) 5. Overseas telephone calls 6. FTS system 7. Other	Briefly discuss different types of business communication services.

nd Door To Your Business

ic	Activities	Resources
tion Services	Briefly discuss different types of business communication services.	
alls		
lls		
ephone service (WATS)		
phone calls		

OFFICE MACHINES

TIME: 10-20 hours

STATEMENT: This unit is designed to help students achieve fundamental competence in operating machines, calculating machines, transcribing machines, and duplicating machines.

OBJECTIVES: The student will be able to:

1. Operate a ten-key adding machine with emphasis on developing speed and accuracy.
2. Solve simple arithmetic problems using the electronic calculator.
3. Prepare masters and stencils on the typewriter and operate the respective duplicating
4. Operate transcription equipment, transcribing as much material as time permits.

NOTE: The rotation plan of instruction is best for most office machine units.

OFFICE MACHINES

TIME: 10-20 hours

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nscription equipment, transcribing as much material as time permits.

plan of instruction is best for most office machine units.

OFFICE MACHINES

Topic	Activities	Resour
I. Ten-Key Adding Machines A. Addition B. Subtraction C. Multiplication D. Decimals	Point out and operate each machine part. Demonstrate the proper fingering techniques using blackboard illustrations. (Mention home row keys - 4, 5, and 6.) Demonstrate actual fingering using the machine. (Show how to enter numbers into the machine using plus bar.) Stress the importance of the touch method in developing speed. Explain automatic placement of decimals and how to operate total key. Give students practice exercises in addition. Explain subtraction. Students can develop this skill on their own practice. Explain multiplication using very simple examples. Have students do one problem to see that they have grasped the technique. Assign drills and practice problems from workbooks in addition, subtraction, and multiplication. Have students number problems on tapes and attach tapes to answer sheets. Stress that a machine is only as accurate as the operator.	Fasnacht, Haro How To Use Bus 3rd ed. New Y Division/McGra Company, 1969. pp. 1-20. Walker, Arthur How To Use Add culating Machi New York: Gre McGraw-Hill Bo 1967. Unit 2 Refer to machi step-by-step o procedures.

ines

Activities

Point out and operate each machine part. Demonstrate the proper fingering techniques using blackboard illustrations. (Mention home row keys - 4, 5, and 6.)

Demonstrate actual fingering using the machine. (Show how to enter numbers into the machine using plus bar.) Stress the importance of the touch method in developing speed.

Explain automatic placement of decimals and how to operate total key. Give students practice exercises in addition.

Explain subtraction. Students can develop this skill on their own practice.

Explain multiplication using very simple examples. Have students do one problem to see that they have grasped the technique.

Assign drills and practice problems from workbooks in addition, subtraction, and multiplication. Have students number problems on tapes and attach tapes to answer sheets.

Stress that a machine is only as accurate as the operator.

Resources

Fasnacht, Harold D., *et al.* *How To Use Business Machines.* 3rd ed. New York: Gregg Division/McGraw-Hill Book Company, 1969. Unit 1 pp. 1-20.

Walker, Arthur L., *et al.* *How To Use Adding and Calculating Machines.* 3rd ed. New York: Gregg Division/McGraw-Hill Book Company, 1967. Unit 2 pp. 54-91.

Refer to machine texts for step-by-step operational procedures.

Topic	Activities	Res
II. Calculating Machines A. Electronic B. Mechanical Printing C. Electronic Printing 1. Addition 2. Subtraction 3. Multiplication 4. Division 5. Fractions and Decimals	Illustrate the three types of machines listed. See preface IV, V, and VI in Pasewark's Electronic and Mechanical Printing Calculator Course. Identify machine parts of equipment available and explain operating principles using manuals that accompany machine. Assign drills from workbooks or text emphasizing multiplication and division. (Include problems using decimals.) If time permits, assign advanced students problems using fractions. When possible, invite a company representative to class to give a presentation on his product. Students who operate the machine well may assist others.	Pasewark, Willi and Mechanical Course. Cincin Western Publish Meehan, James, Business Proble Calculator. Ne Division/McGraw- 1975.
III. Duplicating Machines A. Fluid Duplicating 1. Advantages and disadvantages of process 2. Preparing the master a) Arranging copy b) Preparing typewriter	Discuss with students the advantages and disadvantages of using the fluid duplicator. Demonstrate and explain the procedures involved in preparing a master. Give each student an opportunity to type a short paragraph on one master.	Meehan, James R. Office Procedur pp. 352-381.

	Activities	Resources
ines rinting	Illustrate the three types of machines listed. See preface IV, V, and VI in Pasewark's Electronic and Mechanical Printing Calculator Course.	Pasewark, William R. Electronic and Mechanical Printing Calculator Course. Cincinnati: South-Western Publishing Company, 1974.
rinting	Identify machine parts of equipment available and explain operating principles using manuals that accompany machine.	Meehan, James, et al. Solving Business Problems on the Electronic Calculator. New York: Gregg Division/McGraw-Hill Book Company, 1975.
ion cation and Decimals	Assign drills from workbooks or text emphasizing multiplication and division. (Include problems using decimals.) If time permits, assign advanced students problems using fractions.	
	When possible, invite a company representative to class to give a presentation on his product.	
	Students who operate the machine well may assist others.	
ines nting	Discuss with students the advantages and disadvantages of using the fluid duplicator.	Meehan, James R., et al. Clerical Office Procedures. Unit 10, pp. 352-381.
s and dis- s of process	Demonstrate and explain the procedures involved in preparing a master.	
the master ging copy ring typewriter	Give each student an opportunity to type a short paragraph on one master.	

Topic	Activities	Resour
c) Typing, drawing or writing on master	Explain correction procedures and allow students to practice technique.	What Every Typi About Copies in Free Booklet. Bell and Howell 6800 McCormick Chicago, Illino
d) Correcting errors	Have students prepare a master. Suggested assignments: announcement of a retirement party, draw illustration; exercise from a typing book; weekly calendar of events, etc.	
3. Operating fluid duplicator		
4. Running copies	Demonstrate the operation of the fluid duplicator and have students run prepared masters.	
B. Stencil Duplicating	Discuss the effectiveness of this method of duplicating, emphasizing cost factors and suitability to job.	Cansler, Russel Fundamentals of 1967. Free A.B. Dick Produ School Departme 5700 W. Touhey Chicago, Illino
1. Advantages and disadvantages of process		
2. Preparing stencil	A good demonstration of the entire stencil duplicating process should be given.	
a) Plan the guide copy	Explain the use of the mimeoscope for lettering and drawing using various stylii. Demonstrate correction procedures.	
b) Prepare the typewriter		
c) Prepare the stencil		
d) Type the stencil	Have students prepare one stencil on material suggested by teacher. Examples: form letter, short manuscript, resume, favorite recipe, etc.	
e) Correct errors		
3. Using mimeoscope	Identify machine parts and demonstrate operating principles of stencil duplicator.	
4. Operating the mimeograph machine		
5. Running copies		

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Activities

Explain correction procedures and allow students to practice technique.

Have students prepare a master. Suggested assigaments: announcement of a retirement party, draw illustration; exercise from a typing book; weekly calendar of events, etc.

Demonstrate the operation of the fluid duplicator and have students run prepared masters.

Discuss the effectiveness of this method of duplicating, emphasizing cost factors and suitability to job.

A good demonstration of the entire stencil duplicating process should be given.

Explain the use of the mimeoscope for lettering and drawing using various stylii. Demonstrate correction procedures.

Have students prepare one stencil on material suggested by teacher. Examples: form letter, short manuscript, resume, favorite recipe, etc.

Identify machine parts and demonstrate operating principles of stencil duplicator.

Resources

What Every Typist Should Know About Copies in Office Work.
Free Booklet. Ditto Division.
Bell and Howell Company
6800 McCormick Road
Chicago, Illinois 60645

Cansler, Russell N., ed.
Fundamentals of Mimeographing.
1967. Free
A.B. Dick Products
School Department
5700 W. Touhey Avenue
Chicago, Illinois 60648

OFFICE MACHINES

Topic	Activities	Re
	If machine is available, allow students to run their prepared stencil.	
C. Dry Process Photocopy 1. Electrostatic 2. Infrared	Briefly discuss the two most frequently used photocopiers found in most business offices today - Xerox and Thermo-fax.	
	If machines are available, demonstrate how to use.	
IV. Transcribing Machines A. Mechanics of the machine	Identify machine parts and explain operating principles.	Meehan, Ja Clerical O Unit 4, pp
B. Transcription process	Have students transcribe as much material as time permits, emphasizing letter placement, punctuation, and proofreading.	
	Discuss other types of dictating machines not available in classroom. (Belt, tape, cassette, and record.)	
	Discuss career opportunities in word processing.	

	Activities	Resources
	If machine is available, allow students to run their prepared stencil.	
hotocopy atic	Briefly discuss the two most frequently used photocopiers found in most business offices today - *Xerox* and *Thermo-fax*.	
	If machines are available, demonstrate how to use.	
ines the machine	Identify machine parts and explain operating principles.	Meehan, James R., *et al*. *Clerical Office Procedures*. Unit 4, pp. 93-104.
process	Have students transcribe as much material as time permits, emphasizing letter placement, punctuation, and proofreading.	
	Discuss other types of dictating machines not available in classroom. (Belt, tape, cassette, and record.)	
	Discuss career opportunities in word processing.	

BUSINESS FILING AND RECORDS MANAGEMENT

Time: 6 hours

STATEMENT: This unit will stress the importance of an accurate recordkeeping system in the efficient op a business and help students develop basic skills in office filing procedures.

OBJECTIVES: The student will be able to:

1. Alphabetize according to the basic indexing rules.
2. Identify materials and supplies used in alphabetic filing.
3. Perform correct filing procedures.
4. Describe the four basic filing systems: alphabetic, geographic, numeric, and subject.
5. Recognize various filing equipment.
6. Formulate some ideas that could be applied in organizing and maintaining an effective filing sy for a small office.

BUSINESS FILING AND RECORDS MANAGEMENT

Time: 6 hours

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ng equipment.

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BUSINESS FILING AND RECORDS MANAGEMENT

Topic	Activities	Re
I. Purpose of Record Control A. Files Management B. Information Retrieval C. Records Protection D. Records Retention and Disposition	Discuss with students the importance of a good recordkeeping system. Ask students to relate to the class any experience they may have had with filing. Ask each student to write a sentence defining the word filing. Discuss.	Textbooks: Bassett, E David. Bu Records Co Cincinnati Publishing Cadwallade ciples of 4th ed. R H.M. Rowe
II. Definition of Filing	Ask each student to write a sentence defining the word filing. Discuss.	Fahrner an Rules of A Programmed South-West Company, 1 book. Can two or thr
III. Rules for Alphabetic Filing A. Basic Vocabulary 1. Indexing 2. Unit	Pretest to determine students' knowledge of filing principles. Use testing material taken from a clerical aptitude test. Introduce and discuss four or five indexing rules at a time to enable comprehension. Assign students exercises to complete relating to particular indexing rules.	Kahn, Gilb Progressiv ed. Evans Division, Company, 1
B. Indexing Rules 1. Personal Names 2. Business and Geographic Names 3. Organizations, Government Agencies, and Subjects	Give students a list of individual names and firm names that appear in the telephone book. Have them find them for homework and mark the page number they found them on. This could be used for all the rules.	

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and Subjects

Activities

Discuss with students the importance of a good recordkeeping system.

Ask students to relate to the class any experience they may have had with filing.

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Assign students exercises to complete relating to particular indexing rules.

Give students a list of individual names and firm names that appear in the telephone book. Have them find them for homework and mark the page number they found them on. This could be used for all the rules.

Resources

Textbooks:

Bassett, Ernest and Goodman, David. Business Filing and Records Control. 4th ed. Cincinnati: South-Western Publishing Company. 1974.

Cadwallader and Rice. Principles of Indexing and Filing. 4th ed. Revised. Baltimore: H.M. Rowe Company, 1971.

Fahrner and Gibbs. Basic Rules of Alphabetic Filing - Programmed. Cincinnati: South-Western Publishing Company, 1974. Text - workbook. Can be completed in two or three hours.

Kahn, Gilbert, et al. Progressive Filing. 8th ed. Evanston, Ill: Gregg Division, McGraw-Hill Book Company, 1969.

BUSINESS FILING AND RECORDS MANAGEMENT

Topic	Activities	Resou
	Have students bring in a 3" x 5" file box, a set of alphabetic guides, and a package of 3" x 5" cards. This could be used in performing a variety of activities in indexing names and arranging cards in alphabetic sequences. Students might use this exercise to set up their own personal address and phone directory. Evaluate by giving problem-solving tests covering all rules to be completed within a certain period. Examples: a) Give a list of names to be indexed and arranged in alphabetic order. b) Select a Gregg award filing test or portions of clerical aptitude tests relating to the basic filing rules.	Refer to Units Fries, Albert Applied Secret 6th ed. Evanst Gregg Division, Book Company, Archer, Fred C. General Office 3rd ed. Evanst Gregg Division, Book Company, Meehan, James Secretarial Off 5th ed. Cincin Western Publish 1972. Meehan, James Clerical Office Cincinnati: So Publishing Comp
IV. Filing Materials and Supplies A. Guides B. Folders C. Labels	The teacher can show actual samples of each category of filing materials mentioned in outline.	

Activities

Have students bring in a 3" x 5" file box, a set of alphabetic guides, and a package of 3" x 5" cards. This could be used in performing a variety of activities in indexing names and arranging cards in alphabetic sequences. Students might use this exercise to set up their own personal address and phone directory.

Evaluate by giving problem-solving tests covering all rules to be completed within a certain period. Examples:

a) Give a list of names to be indexed and arranged in alphabetic order.

b) Select a Gregg award filing test or portions of clerical aptitude tests relating to the basic filing rules.

The teacher can show actual samples of each category of filing materials mentioned in outline.

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Resources

Refer to Units in:

Fries, Albert C., et al. Applied Secretarial Practice. 6th ed. Evanston, Ill.: Gregg Division, McGraw-Hill Book Company, 1968.

Archer, Fred C., et al. General Office Practice. 3rd ed. Evanston, Ill.: Gregg Division, McGraw-Hill Book Company, 1968.

Meehan, James R., et al. Secretarial Office Procedures. 5th ed. Cincinnati: South-Western Publishing Company, 1972.

Meehan, James R., et al. Clerical Office Procedures. Cincinnati: South-Western Publishing Company, 1973.

Topic	Activities	
D. Card and Tapes	A demonstration of the use of the rod in the bottom of a file drawer can be done by the teacher. A mini-file could be set up by the teacher, showing the class one arrangement of guides and folders that might be contained in an alphabetic file drawer. Students should be given an opportunity to type at least two names, one being his own, in index order on a file folder label and place label with his own name on a manila folder. Evaluate by giving students a quiz on identifying filing supplies according to definition or use.	Practice Bassett, Goodman, Filing Pr South-West Company, Set. Des Kahn, Gil Gregg Qui Set. Eva Division, Company, Rowe Filin 2nd ed. Rowe Comp
V. Filing Procedures A. Inspecting B. Indexing C. Coding D. Cross-Referencing E. Sorting F. Filing	The instructor can show examples of correspondence, using overhead projector, actual samples, etc., explaining things to look for in each type of correspondence. Examples: incoming letters, carbon copies of outgoing letters, memos, announcements, business forms, and others that would be filed. The teacher should explain the various procedures involved in indexing, coding, cross-referencing, sorting, and filing.	

Activities

A demonstration of the use of the rod in the bottom of a file drawer can be done by the teacher.

A mini-file could be set up by the teacher, showing the class one arrangement of guides and folders that might be contained in an alphabetic file drawer.

Students should be given an opportunity to type at least two names, one being his own, in index order on a file folder label and place label with his own name on a manila folder.

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The teacher should explain the various procedures involved in indexing, coding, cross-referencing, sorting, and filing.

Resources

Practice sets:

Bassett, Gilbert and Goodman, David. *Alphabetic Filing Procedures*, Cincinnati: South-Western Publishing Company, 1974. Simulation Set. Designed for 20-24 hours.

Kahn, Gilbert, *et al*. *Gregg Quick Filing Practice Set*. Evanston, Ill.: Gregg Division, McGraw-Hill Book Company, 1965.

Rowe Filing Practice Set. 2nd ed. Baltimore: H.M. Rowe Company, 1971.

Topic	Activities
G. Charge-out	Give each student several pieces of correspondence and let them perform the above mentioned procedures and perhaps file.
H. Transfer	
I. Disposition	
	Assign additional exercises relating to filing procedures found in the various resources listed.
	Evaluate by making observations of the completed activities.
VI. Types of Filing System	
A. Alphabetic	Discuss the advantages and disadvantages of the four basic filing systems. See chart in Clerical Office Procedures, Meehan, Pasewark, and Oliverio, p. 263.
B. Geographic	
C. Numeric	
D. Subject	Name some types of businesses that would likely use each of these systems.
E. Other	If possible, visit the school library to observe the numeric system. Example, card catalog.
VII. Special Files and Information Systems	
A. Vertical files	Illustrate, using various pictures and samples in texts, the different types of equipment used for storing records. Discuss the specific purpose of each.
B. Visible files	
C. Rotary files	
D. Elevator files	

Activities **Resources**

Give each student several pieces of correspondence and let them perform the above mentioned procedures and perhaps file.

Assign additional exercises relating to filing procedures found in the various resources listed.

ystem

Evaluate by making observations of the completed activities.

Discuss the advantages and disadvantages of the four basic filing systems. See chart in Clerical Office Procedures, Meehan, Pasewark, and Oliverio, p. 263.

Name some types of businesses that would likely use each of these systems.

If possible, visit the school library to observe the numeric system. Example, card catalog.

Information

Illustrate, using various pictures and samples in texts, the different types of equipment used for storing records. Discuss the specific purpose of each.

Topic	Activities
E. Data Processing	
F. Microfilming	
G. Others	

ECORDS MANAGEMENT

Activities Resources

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THE PLUS FACTORS

STATEMENT: This unit covers some factors which promote a better understanding of the office procedur business world.

OBJECTIVES: The student will gain a better awareness through role playing, discussion, etc., of:

1. Personal and professional qualities desirable in the business world.
2. The basic principles underlying employer-employee relations.
3. Office situations arising among co-workers.
4. Successful handling of visitors.
5. The importance of determining work priorities, arranging and planning work area, and choosing reference materials.

NOTE: Undoubtedly each class will develop additional factors appropriate for inclusion in this unit.

THE PLUS FACTORS

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s underlying employer-employee relations.

rising among co-workers.

of visitors.

etermining work priorities, arranging and planning work area, and choosing appropriate
.

s will develop additional factors appropriate for inclusion in this unit.

THE PLUS FACTORS

Topic	Activities	R
I. Personal and Professional Qualities A. Personal 1. Grooming and appearance 2. Voice and language 3. Poise and manners	Inform students that dress codes are not in force in many institutions (although some companies do have a dress code) and that many kinds of dress are considered appropriate in an office. However, encourage an outspoken discussion on this subject of dress as well as the other subjects of grooming, voice quality, and mannerisms since many serious and embarrassing errors can be made because of lack of judgment on appropriateness.	Fries, Alb Applied S 6th ed. Division, Company, Woodward, General Of for Colle Cincinnat Publishin
B. Professional 1. Confidence 2. Cooperation 3. Dependability 4. Diplomacy 5. Flexibility 6. Honesty 7. Initiative 8. Involvement 9. Loyalty 10. Perserverance 11. Others	Students may wish to discuss a screening profile used by personnel in order to gain some insight into the importance of personal and professional qualities desirable for office employees.	Scheer, W cant Scre Developed vices Corp Bristol, The Dartne ector's Ha The Dartne 1969.
II. Employer-Employee Relations A. Interruptions B. Priorities C. Duties not pertaining to the office	Discuss various case studies involving different aspects of employer-employee relations. Role Play. Students take on various roles in an office situation. (See Appendix C for sample discussion cases.)	

	Activities	Resources
onal Qualities ppearance guage ners	Inform students that dress codes are not in force in many institutions (although some companies do have a dress code) and that many kinds of dress are considered appropriate in an office. However, encourage an outspoken discussion on this subject of dress as well as the other subjects of grooming, voice quality, and mannerisms since many serious and embarrassing errors can be made because of lack of judgment on appropriateness. Students may wish to discuss a screening profile used by personnel in order to gain some insight into the importance of personal and professional qualities desirable for office employees.	Fries, Albert, et al. Applied Secretarial Practice. 6th ed. New York: Gregg Division, McGraw-Hill Book Company, 1968. Woodward, Theodore, et al. General Office Procedures for Colleges. 6th ed. Cincinnati: South-Western Publishing Company, 1972. Scheer, Wilbert E. "Applicant Screening Profile." Developed by Employer's Services Corp., Box 314, Bristol, Tenn. 37621. p. 172. The Dartnell Personnel Director's Handbook. Chicago: The Dartnell Corporation, 1969.
tions ng to the	Discuss various case studies involving different aspects of employer-employee relations. Role Play. Students take on various roles in an office situation. (See Appendix C for sample discussion cases.)	

Topic

D. Employer Errors

E. Personal Favors

Activities

Instructor should avoid the right or wrong approach and recognize that insight is gained primarily by thinking out the situation.

Examples:

1. Employer constantly interrupts employee at work.
2. Employee lacks knowledge of employer's whereabouts.
3. Employer asks employee to do typing duties that do not pertain to his work duties, e.g., typing for employer's spouse.
4. Employer gives three urgent jobs at once and wants all three done at the same time.
5. Employer makes grammatical errors; employer is often irritated, however, at being corrected.
6. Employer is busy and doesn't explain minor but necessary details -- like where to order supplies.
7. Employer is absent-minded.

Activities **Resources**

Instructor should avoid the right or wrong approach and recognize that insight is gained primarily by thinking out the situation.

Examples:

1. Employer constantly interrupts employee at work.
2. Employee lacks knowledge of employer's whereabouts.
3. Employer asks employee to do typing duties that do not pertain to his work duties, e.g., typing for employer's spouse.
4. Employer gives three urgent jobs at once and wants all three done at the same time.
5. Employer makes grammatical errors; employer is often irritated, however, at being corrected.
6. Employer is busy and doesn't explain minor but necessary details -- like where to order supplies.
7. Employer is absent-minded.

THE PLUS FACTORS

Topic	Activities	
	8. Employer blames employee for errors that are not employee's fault.	
	9. Employer (male) asks employee (female) to dinner once a week.	
F. Roles of the Secretary	Discuss the changing role of the secretary. Encourage students to think originally on this subject. The more imaginative the concepts, the better the discussion. (See Appendix C, "What Is A Secretary?")	Scheer, Is A Sec Secretar Today's Order fr of McGra ($5.00, scriptio
G. Other	Have students brainstorm giving other situations based on their experience in dealing with employers.	Secretar A collec secretar how they
III. Employee-Employee Relations		
A. Making Friends	Discuss case studies involving various aspects of relations among co-workers.	Order fr Secretar 1103 Gra City, Mi
B. Sharing Responsibilities	Role play. Some office problem situations that might be discussed are:	Masterso Guide to Departme Educatio Universi 1971. A Educatio
C. Bothersome Co-Workers	1. Making friends at the office.	
D. Avoiding Cliques and Office Gossip	2. Office courtesy and appropriate conduct.	
	3. Accepting change in office procedures.	

	Activities	Resources
	8. Employer blames employee for errors that are not employee's fault. 9. Employer (male) asks employee (female) to dinner once a week.	
cretary	Discuss the changing role of the secretary. Encourage students to think originally on this subject. The more imaginative the concepts, the better the discussion. (See Appendix C, "What Is A Secretary?")	Scheer, Wilbert E. "What Is A Secretary?" National Secretaries Association. Today's Secretary (magazine) Order from Gregg Division of McGraw-Hill Book Company. ($5.00, one year's subscription)
	Have students brainstorm giving other situations based on their experience in dealing with employers.	Secretaries on the Spot. A collection of actual secretarial problems and how they were solved. 1967. Order from: National Secretaries Association, 1103 Grand Avenue, Kansas City, Missouri 64106 $5.00
lations	Discuss case studies involving various aspects of relations among co-workers.	
ibilities orkers and	Role play. Some office problem situations that might be discussed are: 1. Making friends at the office. 2. Office courtesy and appropriate conduct. 3. Accepting change in office procedures.	Masterson, A.C. A Teacher's Guide for Human Relations. Department of Vocational Education. Colorado State University, Denver, Colorado, 1971. A Business and Office Education Curriculum Project.

Topic	Activities	Resour
	4. Avoiding cliques, gossip and rumors.	Russon, Allien R Development for ed. Cincinnati: Publishing Compa
	5. Being innovative.	
	6. Dealing with a co-worker who doesn't want to cooperate in work-sharing job situation.	Work Is Happines Massachusetts: Bete Company, 19 graphic Booklet.
	7. Promoting office safety.	
	8. Other situations experienced by students.	
IV. Handling Visitors		
A. Visitors With Appointments	Role play. Situations to discuss:	
B. Visitors Without Appointments	1. Greeting the caller	
C. Late Visitors	2. Finding out purpose of call	
D. Frequent Visitors	3. Making caller feel comfortable	
E. Salespersons	4. Referring the caller	
F. Irate Visitors	5. Escorting a visitor into boss's office	
	6. Dealing with irate and late visitors	
	7. Visitors who overstay their time	
	8. Employer who is always late with appointments	

	Activities	Resources
	4. Avoiding cliques, gossip and rumors. 5. Being innovative. 6. Dealing with a co-worker who doesn't want to cooperate in work-sharing job situation. 7. Promoting office safety. 8. Other situations experienced by students.	Russon, Allien R. Personality Development for Business. 4th ed. Cincinnati: South-Western Publishing Company, 1973. Work Is Happiness. Greenfield, Massachusetts: Channing L. Bate Company, 1972. A Scriptographic Booklet.
ointments Appoint-	Role play. Situations to discuss: 1. Greeting the caller 2. Finding out purpose of call 3. Making caller feel comfortable 4. Referring the caller 5. Escorting a visitor into boss's office 6. Dealing with irate and late visitors 7. Visitors who overstay their time 8. Employer who is always late with appointments	

THE PLUS FACTORS

Topic	Activities
V. Miscellaneous	
A. Developing Efficient Work Habits	Discuss with students the importance of establishing efficient working habits. Include the following:

1. Organizing work schedule
2. Meeting deadlines
3. Checking work for accuracy
4. Dating everything
5. Making notes of things to be done
6. Keeping business information to oneself. Give in-basket types of exercises. Examples: (1) Distribute a list of office duties to be performed within a certain time. Have students arrange list in a suggested priority of importance -- what job should be done first. (See Appendix C.) (2) Give students an exercise in following directions. Be specific. Stress note taking. (3) Assign proofreading exercises.

Parker Pub
Editorial
Shortcuts
the Secret
N.Y.: Par
Company, I

Fries, Alb
Applied Se
Unit 9. p

Time-Your
Greenfield
Channing L
Inc., 1972
Booklet.

c	Activities	Resources
ficient Work	Discuss with students the importance of establishing efficient working habits. Include the following: 1. Organizing work schedule 2. Meeting deadlines 3. Checking work for accuracy 4. Dating everything 5. Making notes of things to be done 6. Keeping business information to oneself. Give in-basket types of exercises. Examples: (1) Distribute a list of office duties to be performed within a certain time. Have students arrange list in a suggested priority of importance -- what job should be done first. (See Appendix C.) (2) Give students an exercise in following directions. Be specific. Stress note taking. (3) Assign proofreading exercises.	Parker Publishing Company Editorial Staff. 155 Office Shortcuts and Time Savers for the Secretary. West Nyack, N.Y.: Parker Publishing Company, Inc., 1964. Fries, Albert C., et al. Applied Secretarial Procedures. Unit 9. pp. 217-237. Time-Your Greatest Asset. Greenfield, Massachusetts: Channing L. Bete Company, Inc., 1972. A Scriptographic Booklet.

THE PLUS FACTORS

Topic	Activities	Resource
B. Planning Your Work Area	Discuss with students: Personal desk efficiency (See Appendix C.) Choices of equipment and supplies for desk. Location and placement of supplies in desk.	Fries, Albert C. Applied Secretar cedures. Unit 8 213.
C. Choosing Reference Materials	Discuss with students the importance of locating information when needed. Acquaint them with standard reference materials. Have class decide which sources should be at their fingertips. (See Appendix C.)	Hutchinson, Lois Handbook for Sec ed. New York: McGraw-Hill Book
D. Other Plus Factors	Pull together the concepts of The Plus Factors and discuss any other "plus factors" that are appropriate.	

Additional Resources:

Pamphlets

The following pamphlets may be ordered from the Dartnell Corporation, 4660 Ravenswood Avenue, Chicago, Illinois 60640:

Becker, Esther R., What a White Collar Girl Should Know About Improving

French, Marilyn. What a White Collar Girl Should Know About Human Relat

Gath, Sally. What a White Collar Girl Should Know About Work Organizati

Miller, Katherine S., What a Secretary Should Know About Herself.

Rollason, Peggy Norton. What the Secretary Should Know About Public Rel

(The five pamphlets listed above may be purchased for 40¢ ea. -- one to

	Activities	Resources
Area	Discuss with students: Personal desk efficiency (See Appendix C.) Choices of equipment and supplies for desk. Location and placement of supplies in desk.	Fries, Albert C., et al. Applied Secretarial Procedures. Unit 8. pp. 186-213.
Materials	Discuss with students the importance of locating information when needed. Acquaint them with standard reference materials. Have class decide which sources should be at their fingertips. (See Appendix C.) Pull together the concepts of The Plus Factors and discuss any other "plus factors" that are appropriate.	Hutchinson, Lois I. Standard Handbook for Secretaries. 8th ed. New York: Gregg Division McGraw-Hill Book Company, 1969.

:

Pamphlets

The following pamphlets may be ordered from the Dartnell Corporation, 4660 Ravenswood Avenue, Chicago, Illinois 60640:

Becker, Esther R., What a White Collar Girl Should Know About Improving Her Memory.

French, Marilyn. What a White Collar Girl Should Know About Human Relations.

Gath, Sally. What a White Collar Girl Should Know About Work Organization.

Miller, Katherine S., What a Secretary Should Know About Herself.

Rollason, Peggy Norton. What the Secretary Should Know About Public Relations.

(The five pamphlets listed above may be purchased for 40¢ ea. -- one to five copies.)

Successful Secretary

Poise for the Successful Business Girl

Keys to Etiquette for the Business Girl

(The three pamphlets listed above may be purchased for 50¢)

FILMS:

Dealing with Problem People - The Forgetter

Dealing with Problem People - The Hothead

Dealing with Problem People - The Scoffer

Dealing with Problem People - Disorderly Worker

Each of the above is a discussion film which presents personality problems of workers situations. Each film: Journal, 1970, 7 min.

Your Job - Fitting In 16 min. Coronet, 1968. This film shows the importance of learning a company rules, learning mistakes, and helpful attitudes to have when starting a job.

Your Job - Getting Ahead 16 min. Coronet, 1968. Experienced workers, interviewed at their tips on getting ahead - tips that we see applied by a young man entering on a career a

Your Job - Good Work Habits 13 min. Coronet, 1968. An interview with two high school grad first full-time job helps us recognize work of good quality, done with safety and sati work habits, such as working steadily, concentrating, and planning ahead, can lead to a raise, and other benefits.

Your Job - You and Your Boss 16 min. Coronet, 1968. The relationship between worker and b both points of view. Interviews with supervisors and employees answer many questions. 65 E. South Water Street, Chicago, Illinois 60601.

Successful Secretary

Poise for the Successful Business Girl

Keys to Etiquette for the Business Girl

(The three pamphlets listed above may be purchased for 50¢)

lem People - The Forgetter

lem People - The Hothead

lem People - The Scoffer

lem People - Disorderly Worker

above is a discussion film which presents personality problems of workers in realistic
Each film: Journal, 1970, 7 min.

In 16 min. Coronet, 1968. This film shows the importance of learning and following
, learning mistakes, and helpful attitudes to have when starting a job.

Ahead 16 min. Coronet, 1968. Experienced workers, interviewed at their jobs, give
ing ahead - tips that we see applied by a young man entering on a career as a newspaperman.

ork Habits 13 min. Coronet, 1968. An interview with two high school graduates on their
me job helps us recognize work of good quality, done with safety and satisfaction. Good
such as working steadily, concentrating, and planning ahead, can lead to a promotion,
other benefits.

Your Boss 16 min. Coronet, 1968. The relationship between worker and boss is seen from
f view. Interviews with supervisors and employees answer many questions. Coronet Films,
ater Street, Chicago, Illinois 60601.

THE PLUS FACTORS

*Office Courtesy 12 min. $2.50 Encyclopedia Britannica. Dramatizes techniques for office workers with persons outside the company, face to face, and over the telephone. Stresses importance o and thoughtfulness.

*Office Teamwork 12 min. $2.50 Encyclopedia Britannica. Dramatizes representative office situatio teamwork is necessary. Reveals effect of various attitudes on company morale and business.

*How to Keep a Job 11 min. $2.50 Coronet. Teaches the importance of dependability, cooperation, i and loyalty in keeping a job.

*Safety in Offices 10 min. $2.50 Humorously points out carelessness in office, such as leaving low drawers open and many other traits of thoughtlessness.

Working Together 12 min. Color #2019 Encyclopedia Britannica, 425 N. Michigan Avenue, Chicago, Il

Communicating with the Public 12 min. Color #3015 Encyclopedia Brittanica, 425 N. Michigan Ave., Illinois 60611.

*Order from: Business Education Films, 5113 16th Avenue, Brooklyn, N.Y. 11204.

FILMSTRIPS:

"Secretarial Attitudes" McGraw-Hill. 10 min. $2.50 - Emphasizes working under pressure, meeting and following instructions. Order from: Business Education Films, 5113 - 16th Avenue, Brookly 11204.

"Work Habits and Attitudes." Avid, 1968. This sound filmstrip series reviews 16 work habits and a which are basic to any successful work experience.

$2.50 Encyclopedia Britannica. Dramatizes techniques for office workers in working
the company, face to face, and over the telephone. Stresses importance of courtesy

$2.50 Encyclopedia Britannica. Dramatizes representative office situations in which
y. Reveals effect of various attitudes on company morale and business.

. $2.50 Coronet. Teaches the importance of dependability, cooperation, initiative,
ng a job.

. $2.50 Humorously points out carelessness in office, such as leaving low filing
y other traits of thoughtlessness.

Color #2019 Encyclopedia Britannica, 425 N. Michigan Avenue, Chicago, Illinois 60611.

blic 12 min. Color #3015 Encyclopedia Brittanica, 425 N. Michigan Ave., Chicago,

cation Films, 5113 16th Avenue, Brooklyn, N.Y. 11204.

McGraw-Hill. 10 min. $2.50 - Emphasizes working under pressure, meeting deadlines,
ctions. Order from: Business Education Films, 5113 - 16th Avenue, Brooklyn, N.Y.

." Avid, 1968. This sound filmstrip series reviews 16 work habits and attitudes
ny successful work experience.

LANGUAGE ARTS SKILLS

Time: 40-60 hours

STATEMENT: One of the most useful and necessary skills an office worker can possess is the abilit English correctly in writing, editing, and speaking. This unit will give the student a review of ciples of language arts with emphasis on the areas necessary for successful communication in the b i.e., the rules of grammar, punctuation, spelling, proofreading, and word division and the princip business writing.

OBJECTIVES: The student will be able to:

1. Identify, through pretesting, areas of deficiency in the use of principles of standard En
2. Identify, define, and apply parts of speech.
3. Recognize and write a complete sentence.
4. Identify main and subordinate clauses.
5. Construct a paragraph.
6. Apply the principles of punctuation, capitalization, abbreviations, and number usage.
7. Identify the parts of a business letter.
8. Compose a short business letter; i.e., request letter, letter of application, and respons letter.
9. Proofread correspondence to detect grammar, punctuation, and spelling errors.
10. Spell correctly from dictation a list of the most frequently misspelled words.

LANGUAGE ARTS SKILLS

Time: 40-60 hours

ost useful and necessary skills an office worker can possess is the ability to use standard ting, editing, and speaking. This unit will give the student a review of the basic principles with emphasis on the areas necessary for successful communication in the business world; ar, punctuation, spelling, proofreading, and word division and the principles of effective

will be able to:

gh pretesting, areas of deficiency in the use of principles of standard English.

e, and apply parts of speech.

rite a complete sentence.

nd subordinate clauses.

agraph.

iples of punctuation, capitalization, abbreviations, and number usage.

rts of a business letter.

business letter; i.e., request letter, letter of application, and response to a complaint

spondence to detect grammar, punctuation, and spelling errors.

from dictation a list of the most frequently misspelled words.

LANGUAGE ARTS SKILLS

Topic	Activities	Resourc
I. Self-assessment A. Grammar and Punctuation Pretest B. Spelling Pretest	Give a pretest to class covering grammar and punctuation. (Preliminary test from Business English - Reed suggested.) Pretest on selected words from a spelling list of frequently misspelled words. Use these tests to assess the needs of students and as a guide for planning areas of concentration. Approximately two hours should be allowed for testing.	Reed, Jeanne. B English. 2nd ed Education Series Gregg Division, Book Company, 19 List of Most Fre spelled Words (S D.)
II. Grammar Review		
A. Parts of Speech 1. Nouns a) Recognition and use b) Plurals of nouns c) Possessive forms of nouns 2. Pronouns a) Recognition and use (1) Personal (a) Person (b) Case (c) Number (d) Gender (2) Relative (3) Indefinite (4) Possessive	All grammar concepts should be reviewed according to the needs of the students. Give appropriate exercises to reinforce learning. Provide opportunities for students to work individually on their particular areas of weakness. Evaluate to see if basic concepts have been mastered.	Blumenthal, Jose English 2600 2n Index. A Progra in Grammar and U York: Harcourt Jovanovich, Inc. Brendel, Leroy A Leffingwell, Els Usage Drills and Programmed for t New York: Gregg McGraw-Hill Book 1968. Burtness, Paul S Robert R. Effec for Colleges. 5 Cincinnati: Sou Publishing Co.,

	Activities	Resources
n Pretest	Give a pretest to class covering grammar and punctuation. (Preliminary test from Business English - Reed suggested.) Pretest on selected words from a spelling list of frequently misspelled words. Use these tests to assess the needs of students and as a guide for planning areas of concentration. Approximately two hours should be allowed for testing.	Reed, Jeanne. Business English. 2nd ed. Gregg Adult Education Series. New York: Gregg Division, McGraw-Hill Book Company, 1972. List of Most Frequently Misspelled Words (See Appendix D.)
use s s of use n r r	All grammar concepts should be reviewed according to the needs of the students. Give appropriate exercises to reinforce learning. Provide opportunities for students to work individually on their particular areas of weakness. Evaluate to see if basic concepts have been mastered.	Blumenthal, Joseph C. English 2600 2nd ed. with Index. A Programmed Course in Grammar and Usage. New York: Harcourt Brace Jovanovich, Inc., 1973. Brendel, Leroy A., and Leffingwell, Elsie. English Usage Drills and Exercises - Programmed for the Typewriter. New York: Gregg Division, McGraw-Hill Book Company, 1968. Burtness, Paul S., and Aurner, Robert R. Effective English for Colleges. 5th ed. Cincinnati: South-Western Publishing Co., 1975.

LANGUAGE ARTS SKILLS

Topic	Activities	R
b) Subject-verb agreement		Carlin, J English o New York: Company,
c) Pronoun-antecedent agreement		
3. Verbs		
a) Recognition and use		Cleary, J Lacombe, Style Ski A Self-im for Trans 2nd ed. Division, Company,
(1) Action and linking		
(2) Voice inflection		
(3) Principle parts		
(4) Tense		
b) Regular and irregular verbs		
c) Subject-verb agreement		Monro, Ka berg, Mar Business
(1) Compound subject joined by and or or		
(2) S on third person singular verbs		Text Work 5th ed. Division, Company,
(3) Sentences beginning with here and there		
d) Recognition and use of verbals		Reed, Jea English. Kit in Co tion, 2nd McGraw-Hi 1972.
(1) Gerund		
(2) Participal		
(3) Infinitive		
e) Troublesome verbs		

opic

verb agreement

ntecedent agreement

ion and use

ion and linking
e inflection
ciple parts
e

nd irregular verbs

erb agreement
ound subject joined by
or *or*
third person singular
s
ences beginning with
and there

on and use of verbals
nd
icipal
itive

e verbs

Activities

Resources

Carlin, Jerome, *et al*. *English on the Job*. Book 2. New York: Globe Book Company, 1970.

Cleary, Joseph B., and Lacombe, Joan M. *English Style Skill-Builders* - A Self-improvement Program for Transcribers and Typists. 2nd ed. New York: Gregg Division, McGraw-Hill Book Company, 1974.

Monro, Kate M., and Wittenberg, Mary Alice. *Modern Business English*.

Text Workbook for Colleges. 5th ed. New York: Gregg Division, McGraw-Hill Book Company, 1972.

Reed, Jeanne. *Business English*. A Gregg Text-Kit in Continuing Education, 2nd ed. New York: McGraw-Hill Book Company, 1972.

LANGUAGE ARTS SKILLS

Topic	Activities	Resourc
4. Adjectives and Adverbs a) Recognition and use b) Comparison c) Adverb and adjective confusion 5. Prepositions a) Recognition and use in phrases b) Troublesome prepositions 6. Conjunctions a) Correlatives b) Coordinating c) Subordinating 7. Interjections		Schachter, Norm *The Easy Way*. 3 Cincinnati: So Publishing Co., Sheff, Donald A *English*. New Y Publishing Comp 1968.
B. The Sentence 1. Recognition and use of adverb clause 2. Recognition and use of adjective clause 3. Recognition and use of basic sentence type	Give students an opportunity to construct simple, compound, and complex sentences. Stress ways to achieve sentence variety: 1. Vary sentence length 2. Vary sentence beginnings 3. Vary sentence type	

	Activities	Resources
rbs		Schachter, Norman. English The Easy Way. 3rd ed. Cincinnati: South-Western Publishing Co., 1969.
use		
ctive confusion		Sheff, Donald A. Secretarial English. New York: Regents Publishing Company, Inc., 1968.
use in phrases		
positions		
of adverb	Give students an opportunity to construct simple, compound, and complex sentences. Stress ways to achieve sentence variety:	
of adjective	1. Vary sentence length 2. Vary sentence beginnings 3. Vary sentence type	
of basic		

Topic	Activities	Re
4. Order of elements		
C. Paragraphs 1. Method of development 2. Types of paragraphs	Discuss with students the most useful methods in developing a paragraph. Stress the importance and development of topic sentence as well as unity, coherence, and emphasis. Give students an exercise in developing a particular type of paragraph; i.e., descriptive, narrative, and persuasive.	
D. Word Usage 1. Choice of correct word 2. Recognition and use of synonyms, antonyms, homonyms	Give special emphasis to words that are often confusing and used incorrectly in business writing. Examples: affect, effect; advice, advise; lie, lay; accept, except; precede, proceed; all right; etc.	Burtness a Effective Colleges. pp. 109-12
III. Punctuation Review	Review the following:	Brendel, L Near, Dori Drills and Programmed New York: McGraw-Hil 1970.
A. Period	Used after a declarative sentence. Used after an imperative sentence. Used after numbers or letters in an outline. Used in abbreviations and initials.	
B. Comma	Review the following: Used to prevent misreading. Used in a series. Used after introductory words, phrases, or long clauses.	Reigner, C Punctuatio Baltimore: Company, 1

ic	Activities	Resources
ements		
evelopment ragraphs	Discuss with students the most useful methods in developing a paragraph. Stress the importance and development of topic sentence as well as unity, coherence, and emphasis. Give students an exercise in developing a particular type of paragraph; i.e., descriptive, narrative, and persuasive.	
orrect word and use of ntonyms, homonyms	Give special emphasis to words that are often confusing and used incorrectly in business writing. Examples: affect, effect; advice, advise; lie, lay; accept, except; precede, proceed; all right; etc.	Burtness and Aurner, Effective English for Colleges. Unit 7, pp. 109-124.
	Review the following: Used after a declarative sentence. Used after an imperative sentence. Used after numbers or letters in an outline. Used in abbreviations and initials.	Brendel, Leroy A., and Near, Doris. Punctuation Drills and Exercises - Programmed for the Typewriter. New York: Gregg Division, McGraw-Hill Book Company, 1970.
	Review the following: Used to prevent misreading. Used in a series. Used after introductory words, phrases, or long clauses.	Reigner, Charles. Applied Punctuation. 5th ed., Baltimore: H. M. Rowe Book Company, 1972.

Topic	Activities
	Used to set off parenthetical expressions. Used to set off direct quotations. Used in dates, figures, and addresses. Used to set off mild exclamations such as *well* and *oh*. Used frequently before a coordinate conjunction. Used to set off nouns of direct address. Used after the complimentary close of a letter. Used to show the omission of a verb in a compound sentence.
C. Question Mark and Exclamation Point	
D. Quotation Marks	Review the following: Used to enclose exact words of a speaker. Used for quotation within a quotation -- (single quotation marks). Used to enclose the title of a song, a poem, or a magazine article. Used with other punctuation.
E. Colon	Review the following: Used after salutation in a business letter. Used between figures indicating the time. Used before an enumeration. Used after such words as these: *the following*, or *as follows*.

Activities Resources

Used to set off parenthetical expressions.
Used to set off direct quotations.
Used in dates, figures, and addresses.
Used to set off mild exclamations such as well and oh.
Used frequently before a coordinate conjunction.
Used to set off nouns of direct address.
Used after the complimentary close of a letter.
Used to show the omission of a verb in a compound sentence.

Exclamation

Review the following:

Used to enclose exact words of a speaker.
Used for quotation within a quotation -- (single quotation marks).
Used to enclose the title of a song, a poem, or a magazine article.
Used with other punctuation.

Review the following:

Used after salutation in a business letter.
Used between figures indicating the time.
Used before an enumeration.
Used after such words as these: the following, or as follows.

Topic	Activities
F. Semicolon	Review the following: Used in compound sentence when the conjunction is omitted. Used as a substitute for the comma to separate elements that already contain commas. Used when a mark of punctuation stronger than a comma is required; i.e., He is five feet, six inches tall; weighs 190 pounds; and is thirty years old.
G. Hyphen	Review the following: Used to divide words at the end of the line. Used to form compound words. Used to form compound numerals when written as words (twenty-one). Used to form an adjective when it modifies a noun (the five-day week). Used to attach the prefixes all, ex, self, and suffix elect to nouns.
H. Apostrophe	Review the following: Used to form a contraction. Used to show the possessive forms of singular and plural nouns. Used to form the plurals of figures, letters, and symbols; i.e., 4's, a's.

Activities | Resources

Review the following:

Used in compound sentence when the conjunction is omitted.
Used as a substitute for the comma to separate elements that already contain commas.
Used when a mark of punctuation stronger than a comma is required; i.e., He is five feet, six inches tall; weighs 190 pounds; and is thirty years old.

Review the following:

Used to divide words at the end of the line.
Used to form compound words.
Used to form compound numerals when written as words (twenty-one).
Used to form an adjective when it modifies a noun (the five-day week).
Used to attach the prefixes all, ex, self, and suffix elect to nouns.

Review the following:

Used to form a contraction.
Used to show the possessive forms of singular and plural nouns.
Used to form the plurals of figures, letters, and symbols; i.e., 4's, a's.

Topic	Activities
I. Parentheses	Review the following: Used to enclose non-essential material only remotely connected in meaning with the rest of the sentence. Ex. Letterhead stationery (8 and 1/2 x 11 inches) is used for most business letters. Used to enclose dates, figures, and letters which are inserted. Ex. Mass media include the following: (1) radio, (2) television, (3) magazines, and (4) newspapers. The sum of three thousand dollars ($3,000) is to be paid within ninety (90) days.
J. Dash	Review the following: Used to indicate a sudden break in thought. Used before a word or phrase to give the expression unusual emphasis or special meaning. Ex. Worry--how much waste it causes. Point out to the class the distinction between the hyphen and dash in typewritten copy.
K. Ellipses	
IV. Capitalization	Review the following basic principles of capitalization. Give diagnostic tests to determine areas for special drill.

Activities	Resources
Review the following: Used to enclose non-essential material only remotely connected in meaning with the rest of the sentence. Ex. Letterhead stationery (8 and 1/2 x 11 inches) is used for most business letters. Used to enclose dates, figures, and letters which are inserted. Ex. Mass media include the following: (1) radio, (2) television, (3) magazines, and (4) newspapers. The sum of three thousand dollars ($3,000) is to be paid within ninety (90) days.	
Review the following: Used to indicate a sudden break in thought. Used before a word or phrase to give the expression unusual emphasis or special meaning. Ex. Worry--how much waste it causes.	
Point out to the class the distinction between the hyphen and dash in typewritten copy.	
Review the following basic principles of capitalization. Give diagnostic tests to determine areas for special drill.	

Topic	Activities
	Capitalize: 1. The first word in sentence 2. Pronoun I and the interjection O 3. Proper nouns and proper adjectives 4. Names of organizations, business firms, institutions, and government bodies 5. Names of nationalities, races, and religions 6. Names of historical events and periods, special events, and calendar items. 7. Titles: used as a person's name: books, articles, periodicals, etc. 8. North, South, etc., used to designate geographical area
V. Number Usage	Review with students the general guidelines to follow in writing numbers correctly in business correspondence. Include the following: 1. General rules 2. Adjacent numbers 3. Numbers in addresses 4. Numbers in dates and expressions of time 5. Sums of money 6. Quantities and measurements 7. Fractions and decimals 8. Percentages

Activities

Capitalize:

1. The first word in sentence
2. Pronoun *I* and the interjection *O*
3. Proper nouns and proper adjectives
4. Names of organizations, business firms, institutions, and government bodies
5. Names of nationalities, races, and religions
6. Names of historical events and periods, special events, and calendar items.
7. Titles: used as a person's name: books, articles, periodicals, etc.
8. *North*, *South*, etc., used to designate geographical area

Review with students the general guidelines to follow in writing numbers correctly in business correspondence. Include the following:

1. General rules
2. Adjacent numbers
3. Numbers in addresses
4. Numbers in dates and expressions of time
5. Sums of money
6. Quantities and measurements
7. Fractions and decimals
8. Percentages

Resources

Lessenberry, D.D., *et al*. *Century 21 Typewriting*. Complete course. Cincinnati: South-Western Publishing Co., 1972. (Number and Capitalization Guides) pp. 117-125.

LANGUAGE ART SKILLS

Topic	Activities	Reso
VI. Abbreviations	Review with students the principles used in deciding when and how to abbreviate. Stress the following: 1. Titles before and after names 2. Firm Names (Corporation) 3. Names of Associations and Government Agencies 4. Symbols and shortened forms of words 5. Plurals of abbreviations 6. Terms of measure 7. Street names 8. Names of cities and states 9. Names of days and months	
VII. Business Letters A. Form and Arrangement B. Content C. Types of Letters	Review the standards for business letters. Teach these business communications: 1. Request for information 2. Answer to a complaint 3. Application for a position Emphasize: 1. Brevity and clarity 2. Up-to-date terms 3. Courteous, businesslike tone 4. Neatness 5. Correct form 6. Folding the letter	Himstreet, *et al*. *Bu* *in Communi* ed. Englew Prentice-H

Activities	Resources
Review with students the principles used in deciding when and how to abbreviate. Stress the following: 1. Titles before and after names 2. Firm Names (Corporation) 3. Names of Associations and Government Agencies 4. Symbols and shortened forms of words 5. Plurals of abbreviations 6. Terms of measure 7. Street names 8. Names of cities and states 9. Names of days and months	
Review the standards for business letters. Teach these business communications: 1. Request for information 2. Answer to a complaint 3. Application for a position Emphasize: 1. Brevity and clarity 2. Up-to-date terms 3. Courteous, businesslike tone 4. Neatness 5. Correct form 6. Folding the letter	Himstreet, William C. et al. Business English in Communications. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

Topic	Activities	
VIII. Dictionary Skills and Word Division		
A. Content and Use of Dictionaries B. Kinds of Dictionaries C. Word-Division Guides	Provide opportunities for using dictionaries. Include the following: 1. Studying a dictionary page 2. Checking the pronunciation key 3. Finding information quickly 4. Defining words 5. Recognizing and using different types: a.) Abridged b.) Unabridged Provide experience using a thesaurus. Review word-division guides.	
IX. Spelling		
A. Spelling Rules B. List of Most-Frequently Misspelled Words	Review a few helpful spelling rules. Dictate spelling words from list of commonly misspelled words.	Mersa Your Woodb Educa 1959.
X. Proofreading	Give students several examples of business correspondence to proofread and prepare final copy. Point out that you read first for content and clarity and second for spelling, punctuation, typographical errors, etc.	Bende Commu Vocab Maste for C Gregg Book

	Activities	Resources
s and Word Division		
Use of Dictionaries tionaries n Guides	Provide opportunities for using dictionaries. Include the following: 1. Studying a dictionary page 2. Checking the pronunciation key 3. Finding information quickly 4. Defining words 5. Recognizing and using different types: a.) Abridged b.) Unabridged Provide experience using a thesaurus. Review word-division guides.	
es -Frequently ords	Review a few helpful spelling rules. Dictate spelling words from list of commonly misspelled words.	Mersand, Joseph. Spelling Your Way To Success. Woodbury, N.Y.: Barron's Educational Series, Inc., 1959.
	Give students several examples of business correspondence to proofread and prepare final copy. Point out that you read first for content and clarity and second for spelling, punctuation, typographical errors, etc.	Bendel, Leroy A., et al. Communication Word Power: Vocabulary and Spelling Mastery. A Text-Workbook for Colleges. New York: Gregg Division, McGraw-Hill Book Company, 1968.

LANGUAGE ARTS SKILLS

Topic	Activities	Resour
	Reemphasize these points in what to look for: 1. Misspelling 2. Inexact punctuation 3. Ambiguities of phrasing, particularly with pronouns 4. Errors in formation of possessives 5. Errors in use of possessives 6. Errors in subject and verb agreement 7. Errors in pronoun and antecedent agreement 8. Improper capitalization 9. Inconsistency of style Give students an opportunity to learn and use proofreader's marks.	Bendel, Leroy A. Doris. Spelling Exercises - Prog Typewriter. 2nd Gregg Division. Book Company, 19 Rak, Elsie T. T Words. Cambridg Education Publis Inc., 1970. Strunk, Wm. F., E.B., Elements o New York: Macmi 1969. Paperback REFERENCE MATERI Gavin, Ruth E., William A. Ref for Stenographe 4th ed. New Yo Division. McGr Company, 1970. Griffith, Franc John E. Englis Composition. C New York: Harc Jovanovich, Inc Leslie, Louis. Spelled and Div Reference. 6th

Activities

Reemphasize these points in what to look for:

1. Misspelling
2. Inexact punctuation
3. Ambiguities of phrasing, particularly with pronouns
4. Errors in formation of possessives
5. Errors in use of possessives
6. Errors in subject and verb agreement
7. Errors in pronoun and antecedent agreement
8. Improper capitalization
9. Inconsistency of style

Give students an opportunity to learn and use proofreader's marks.

Resources

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Topic	Activities

Gregg
Book C

Romine,
Busine
Englew
Jersey
Inc.,

Activities	Topic
	Gregg Division, McGraw-Hill Book Company, 1971.
	Romine, Jack. *College Business English*. 2nd ed. Englewood Cliffs, New Jersey: Prencice-Hall, Inc., 1972.

APPLYING FOR A JOB

Time: 2 hours

STATEMENT: This unit will expose the student to procedures used to apply for a job including the pr written application and resume, testing procedures, and the interview.

OBJECTIVES: The student will be able to:

1. Identify the quality of an outstanding personal data sheet.
2. Prepare a personal data sheet that could be used to apply for a job.
3. Fill out sample application forms and take a sample general clerical performance test.
4. Effectively apply for a job in person, understand the purpose of an interview, the intervie view, and the proper way to conclude and follow up an interview.

APPLYING FOR A JOB

Time: 2 hours

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APPLYING FOR A JOB

Topic	Activities	
I. Personal Data Sheet (Resume) A. Purpose B. Content 1. Personal information 2. Education/skills 3. Extracurricular activities	Have students prepare a personal data sheet. Although the goal would be for the students to prepare their own personal data sheet, some students feel uncomfortable about putting their age, etc. on a resume that the class can see. One way to avoid this may be to suggest that the resumes do not necessarily have to be accurate for classroom purposes. Be sure to remind students that a resume should sell oneself. In other words, always play up your strengths and don't mention your weaknesses.	Meehan Cleric Cincin Wester 1973.
4. Experience 5. References 6. Appearance	Discuss in class possible difficulties one may encounter with a resume; i.e., if one is divorced, should this information appear in a resume.	Meehan Secre cedur South- Co.,

APPLYING FOR A JOB

	Activities	Resources
(Resume) formation kills ular activities	Have students prepare a personal data sheet. Although the goal would be for the students to prepare their own personal data sheet, some students feel uncomfortable about putting their age, etc. on a resume that the class can see. One way to avoid this may be to suggest that the resumes do not necessarily have to be accurate for classroom purposes. Be sure to remind students that a resume should sell oneself. In other words, always play up your strengths and don't mention your weaknesses.	Meehan, James R., et al. Clerical Office Procedures. Cincinnati, Ohio: South-Western Publishing Co., 1973. pp. 548-577.
	Discuss in class possible difficulties one may encounter with a resume; i.e., if one is divorced, should this information appear in a resume.	Meehan, James R., et al. Secretarial Office Procedures. Cincinnati, Ohio: South-Western Publishing Co., 1973. pp. 545-573.

APPLYING FOR A JOB

Topic	Activities	Resour
II. Cover Letter or Letter of Application	Have students write a letter of application to send with a resume.	"Write an Outs Resume." Care Curriculum Inn Inc. Vol. 2, Mid-March, 197
III. Applying for a Job in Person A. Personnel Department B. Appearance C. Application Form	Arrange for a member of a personnel department of a large organization to visit the class and discuss what the organization is seeking in terms of appearance, voice and language usage, personality, temperament, knowledge and skills, mental attitude, objectivity, self-confidence, effectiveness with people, job interest, and adaptability. Have students fill out sample application forms.	Blackledge, W You and Your Ohio: South- Company, 1970 Morrison, Phy The Right Job the Modern Of New York: Gr McGraw-Hill B 1970.
D. Clerical and Performance Tests 1. General Aptitude 2. Skill Performance	Simulate and adminster a general clerical performance test. Perhaps the Civil Service Test could be given or refer to employment tests -- General Office Procedures for Colleges. pp. 175, 177.	Woodward, The General Offic for Colleges. Cincinnati: Publishing Co pp. 175-177.

Activities

Have students write a letter of application to send with a resume.

on

Arrange for a member of a personnel department of a large organization to visit the class and discuss what the organization is seeking in terms of appearance, voice and language usage, personality, temperament, knowledge and skills, mental attitude, objectivity, self-confidence, effectiveness with people, job interest, and adaptability.

Have students fill out sample application forms.

nce Tests

Simulate and adminster a general clerical performance test. Perhaps the Civil Service Test could be given or refer to employment tests -- General Office Procedures for Colleges. pp. 175, 177.

Resources

"Write an Outstanding Resume." Career World Curriculum Innovations, Inc. Vol. 2, No. 7: Mid-March, 1974. pp. 26-30.

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Woodward, Theodore, et al. General Office Procedures for Colleges. 6th ed. Cincinnati: South-Western Publishing Company, 1972. pp. 175-177.

APPLYING FOR A JOB

Topic	Activities	
E. The Interview 1. Purpose 2. Forming an impression 3. Conclusion of an interview 4. Follow-up of an interview	Role play and discuss a model interview in terms of appearance, voice and language usage, personality, temperament, knowledge and skills, mental attitude, objectivity, self-confidence, effectiveness with people, job interest, and adaptability. Discuss concluding an interview and what follow-up procedures, if any, would be appropriate.	Handou employ Film: 13 min Order Britan Avenue 60611.

	Activities	Resources
w an impression on of an interview p of an interview	Role play and discuss a model interview in terms of appearance, voice and language usage, personality, temperament, knowledge and skills, mental attitude, objectivity, self-confidence, effectiveness with people, job interest, and adaptability. Discuss concluding an interview and what follow-up procedures, if any, would be appropriate.	Handouts available from employment agencies. Film: Applying for a Job. 13 minutes. Color #3011. Order from: Encyclopedia Britannica, 425 N. Michigan Avenue, Chicago, Illinois 60611.

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FILMS

Dealing with Problem People - The Forgetter
Dealing with Problem People - The Hothead
Dealing with Problem People - The Scoffer
Dealing with Problem People - Disorderly Worker

Each of these films is a discussion film which presents the personality problems of the
realistic work situation. Each film: Journal, 1970, 7 min.

Educator's Index of Free Films by the Chesapeake and Potomac Telephone Company, Baltimore, Mar
How to Lose Your Customer - Without Really Trying
A Manner of Speaking
The Voice of Your Business

ne. C & P Telephone Company, Baltimore, Md.

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m People - The Forgetter
m People - The Hothead
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films is a discussion film which presents the personality problems of the worker in a situation. Each film: Journal, 1970, 7 min.

Free Films by the Chesapeake and Potomac Telephone Company, Baltimore, Maryland.
our Customer - Without Really Trying
peaking
Your Business

Your Job - Fitting In 16 min. Coronet, 1968. This film shows the importance of learning and following rules, learning from mistakes, and helpful attitudes to have when starting a job.

Your Job - Getting Ahead 16 min. Coronet, 1968. Experienced workers, interviewed at their jobs, give getting ahead - tips that we see applied by a young man entering on a career as a newspaperman.

Your Job - Good Work Habits 13 min. Coronet, 1968. An interview with two high school graduates on th full-time job helps us recognize work of good quality, done with safety and satisfaction. Good wo such as working steadily, concentrating and planning ahead, can lead to a promotion, a raise and o

Your Job - You and Your Boss 16 min. Coronet, 1968. The relationship between worker and boss is seen points of view. Interviews with supervisors and employees answer many questions. Coronet Films, 6 Water St., Chicago, Illinois 60601

Office Courtesy. 12 min. $2.50 - Dramatizes techniques for office workers in working with persons outs company, face to face, and over the telephone. Stresses importance of courtesy and thoughtfulness Britannica.

*Office Teamwork. 12 min. $2.50 - Dramatizes representative office situations in which teamwork is nece Reveals effects of various attitudes on company morale and business. Encyclopedia Britannica.

*How to Keep a Job. 11 min. $2.50 - Teaches the importance of dependability, cooperation, initiative, a in keeping a job. Coronet.

*Safety in Offices. 10 min. $2.50 - Humourously points out carelessness in office, such as leaving low drawers open, and many other traits of thoughtlessness.

Opportunities in Clerical Work. Business Education Films. Brooklyn, N.Y.

Working Together. 12 min. Color #3019 Encyclopedia Britannica, 425 N. Michigan Ave., Chicago, Illinoi

Communicating with the Public. 12 min. Color #3015 Encyclopedia Britannica.

Applying For A Job. 13 min. Color #3011 Encyclopedia Britannica.

Why Man Creates. Pyramid Films (Rental) P.O. Box 1048, Santa Monica, California, 90406 or purchase fro Aluminum Company, Oakland, California.

*Order from: Business Education Films, 5113 - 16th Avenue, Brooklyn, N.Y. 11204.

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ecognize work of good quality, done with safety and satisfaction. Good work habits,
, concentrating and planning ahead, can lead to a promotion, a raise and other benefits.

16 min. Coronet, 1968. The relationship between worker and boss is seen from both
ews with supervisors and employees answer many questions. Coronet Films, 65 E. South
nois 60601

.50 - Dramatizes techniques for office workers in working with persons outside the
nd over the telephone. Stresses importance of courtesy and thoughtfulness. Encyclopedia

.50 - Dramatizes representative office situations in which teamwork is necessary.
us attitudes on company morale and business. Encyclopedia Britannica.

2.50 - Teaches the importance of dependability, cooperation, initiative, and loyalty
et.

2.50 - Humourously points out carelessness in office, such as leaving low filing
ther traits of thoughtlessness.

k. Business Education Films. Brooklyn, N.Y.

Color #3019 Encyclopedia Britannica, 425 N. Michigan Ave., Chicago, Illinois 60611.

. 12 min. Color #3015 Encyclopedia Britannica.

Color #3011 Encyclopedia Britannica.

ms (Rental) P.O. Box 1048, Santa Monica, California, 90406 or purchase from Kaiser
d, California.

on Films, 5113 - 16th Avenue, Brooklyn, N.Y. 11204.

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"Job Opportunities Now - Group I." SVE Society for Visual Education, Inc., Chicago, Illinois 60614

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APPENDIX A

APPENDIX A

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

General Clerical

Addressing Machine Operator: Operates machine to print addresses, code numbers, and similar informati such as envelopes, accounting forms, and advertising literature; positions plates; stencils, or tapes magazine; and places articles to be addressed into loading rack.

Cashier: Includes occupations concerned with receiving and disbursing money in establishments other t Most occupations involve use of adding machines, cash registers and change makers.

Correspondence Clerk: Includes occupations concerned with composing correspondence and related items purpose of obtaining or giving information.

Duplicating-Machines Operator: Makes copies of data by means of machines. Machines frequently used a Multilith, Mimeograph, and Xerox.

File Clerk: Records and retrieves data, including classifying, sorting, and filing correspondence, re other data.

General Clerk: Performs a variety of clerical duties utilizing knowledge of systems and reports, incl data and compiling records and reports, tabulating and posting data in record books, providing informa conducting interviews, operating office machines, and handling mail and correspondence.

Mail Clerk: Runs errands; sorts and delivers letters, packages, and messages; furnishes workers with supplies; and performs similar routine tasks in an office.

Mail Preparing and Mail Handling Machine Operator: Runs automatic equipment which handles incoming an mail. (Only in offices which handle a very large volume of mail does this work require a full-time op

Office Duplicating Operator: Reproduces handwritten matter by use of duplicating machines and devices.

Office Machines Operator: Operates some of the more common types of general office machines. Many of workers have job titles taken from the kinds of equipment they use.

APPENDIX A

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

General Clerical

: Operates machine to print addresses, code numbers, and similar information on items,
ng forms, and advertising literature; positions plates; stencils, or tapes in machine
es to be addressed into loading rack.

ons concerned with receiving and disbursing money in establishments other than banks.
e of adding machines, cash registers and change makers.

udes occupations concerned with composing correspondence and related items for the
ing information.

or: Makes copies of data by means of machines. Machines frequently used are Dual Lith,
Xerox.

trieves data, including classifying, sorting, and filing correspondence, records, and

variety of clerical duties utilizing knowledge of systems and reports, including copying
and reports, tabulating and posting data in record books, providing information and
rating office machines, and handling mail and correspondence.

sorts and delivers letters, packages, and messages; furnishes workers with clerical
ilar routine tasks in an office.

ndling Machine Operator: Runs automatic equipment which handles incoming and outgoing
ich handle a very large volume of mail does this work require a full-time operator.)

r: Reproduces handwritten matter by use of duplicating machines and devices.

Operates some of the more common types of general office machines. Many of these
ken from the kinds of equipment they use.

PBX Telephone Switchboard Operator: Operates company private branch exchange telephone switchbo coming, outgoing, and interoffice calls. Operates equipment related to telephone communication. formation to callers and record messages. May keep record of calls and toll charges. May operat employees.

Personnel Clerk: Includes occupations concerned with assisting job seekers to fill out employmen forms; supplying information regarding company hiring policies or requirements; investigating app history to determine suitability for employment; and compiling and keeping current employment rec recruitment, training, promotion, attendance, retirement, and discharge of employees.

Receptionist--General: Meets the public through answering telephone and information requests; lo employees; keeps records of callers, makes appointments, and interviews people to secure required duties may include a variety of clerical and miscellaneous duties pertinent to the type of establ

Receptionist--Medical: Receives, directs, and instructs patient in office of physician, dentist, service. Makes and confirms appointments and answers inquiries through personal conferences or b May assist doctor, dentist, etc. in housekeeping, record keeping, and miscellaneous duties pertin of establishment.

Receptionist--PBX Switchboard Operator: Performs duties of operating a PBX telephone switchboard with responsibilities of a receptionist. Additional duties may include a variety of clerical and duties pertinent to the type of establishment.

Telephone Answering Service Operator: Operates cord or cordless switchboard to provide answering clients. Greets caller and announces name or phone number of client. Records and delivers messa information, accepts orders, and relays calls. Places telephone calls at request of client and l emergencies. Date-stamps and files messages.

Telephone Solicitor: Solicits orders for merchandise or services over telephone. Calls prospect to explain type of service or merchandise offered. Quotes prices and tries to persuade customer prepared sales talk. Records names, addresses, purchases, and reactions of prospects solicited. to the other workers for filing. May develop lists of prospects from city and telephone director

Telephone Switchboard Operator: Operates telephone switchboards and similar equipment for relayi interoffice calls, establishes connections between subscribers, supplies information and calculat and operates telegraph and similar equipment for transmitting and receiving messages.

Teller: Includes occupations concerned with disbursing and receiving money and recording transac payroll teller, handles payrolls and problems connected with them.

ard Operator: Operates company private branch exchange telephone switchboards to relay in-
interoffice calls. Operates equipment related to telephone communication. May supply in-
nd record messages. May keep record of calls and toll charges. May operate system to page

udes occupations concerned with assisting job seekers to fill out employment application
rmation regarding company hiring policies or requirements; investigating applicant's work
uitability for employment; and compiling and keeping current employment records, such as
, promotion, attendance, retirement, and discharge of employees.

Meets the public through answering telephone and information requests; locates office and
rds of callers, makes appointments, and interviews people to secure required data. Additional
variety of clerical and miscellaneous duties pertinent to the type of establishment.

Receives, directs, and instructs patient in office of physician, dentist, or other health
onfirms appointments and answers inquiries through personal conferences or by telephone.
ntist, etc. in housekeeping, record keeping, and miscellaneous duties pertinent to the type

tchboard Operator: Performs duties of operating a PBX telephone switchboard in conjunction
of a receptionist. Additional duties may include a variety of clerical and miscellaneous
he type of establishment.

ervice Operator: Operates cord or cordless switchboard to provide answering service for
er and announces name or phone number of client. Records and delivers messages, furnishes
orders, and relays calls. Places telephone calls at request of client and locates client in
amps and files messages.

Solicits orders for merchandise or services over telephone. Calls prospective customers
rvice or merchandise offered. Quotes prices and tries to persuade customer to buy, using
Records names, addresses, purchases, and reactions of prospects solicited. Refers orders
for filing. May develop lists of prospects from city and telephone directories.

Operator: Operates telephone switchboards and similar equipment for relaying incoming and
tablishes connections between subscribers, supplies information and calculates charges,
ph and similar equipment for transmitting and receiving messages.

cupations concerned with disbursing and receiving money and recording transactions. As a
les payrolls and problems connected with them.

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

Typewriting

Automatic Typewriter Operator: Operates equipment such as Automatic Typewriter and Tape and Card Typewr
Encodes tapes and cards and programs this equipment for special applications.

Clerk Typist: A clerk-typist has a greater variety of other clerical duties to perform in addition to t
Performs general clerical work requiring use of typewriter in majority of duties: (1) compiles and typ
bills, application forms, shipping tickets, and other matter from clerical records; (2) files records a
(3) posts information to records; (4) sorts and distributes mail; (5) answers telephone; and, (6) com
using adding machine.

Forms Typist: Types information in the appropriate blanks on previously printed forms, such as insuranc
waybills, mortgages, and legal documents.

Mail Preparing and Mail Handling Machine Operator: Runs automatic equipment which handles incoming and
mail. (Only in offices which handle a very large volume of mail does this work require a full-time oper

Statistical Typist: Obtains data and makes the necessary computations for reports of a rather complex n
Types and distributes these reports and may be required to duplicate them.

Stencil Typist: Spends majority of time typing duplicating masters for use on fluid, stencil, and offse
Makes corrections and insures quality of work for multiple copies.

Telegraphic Typewriter Operator: Operates a machine basically the same as a typewriter that is connecte
similar machine in another geographic location, making written messages capable of transmission.

Transcribing Machine Operator: Transcribes information dictated at an earlier time from voice-writing e
into typewritten form. (Dictation may have been recorded on plastic belts, magnetic belts, magnetic tap
or plastic discs.)

Typist: A typist spends most of the time typewriting as the main job assignment and types letters, repo
forms, addresses, or other straight-copy material from rough draft or corrected copy. May verify totals
forms, requisitions, or bills. May operate duplicating machines to reproduce copy.

Vari-typist: Operates a Vari-Typer, which is a proportional spacing machine that can automatically just
margins.

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

Typewriting

: Operates equipment such as Automatic Typewriter and Tape and Card Typewriters (MCST).
rograms this equipment for special applications.

has a greater variety of other clerical duties to perform in addition to typing.
k requiring use of typewriter in majority of duties: (1) compiles and types reports,
pping tickets, and other matter from clerical records; (2) files records and reports;
ords; (4) sorts and distributes mail; (5) answers telephone; and, (6) computes amounts

ion in the appropriate blanks on previously printed forms, such as insurance policies,
l documents.

ing Machine Operator: Runs automatic equipment which handles incoming and outgoing
handle a very large volume of mail does this work require a full-time operator.)

data and makes the necessary computations for reports of a rather complex nature.
eports and may be required to duplicate them.

ity of time typing duplicating masters for use on fluid, stencil, and offset duplicators.
quality of work for multiple copies.

or: Operates a machine basically the same as a typewriter that is connected to a
ographic location, making written messages capable of transmission.

: Transcribes information dictated at an earlier time from voice-writing equipment
ation may have been recorded on plastic belts, magnetic belts, magnetic tapes, wire,

of the time typewriting as the main job assignment and types letters, reports, stencils,
raight-copy material from rough draft or corrected copy. May verify totals on report
. May operate duplicating machines to reproduce copy.

-Typer, which is a proportional spacing machine that can automatically justify right

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

Stenography

Administrative Secretary: Prepares income tax reports for her employer, gathers information for meetings, prepares payrolls and budgets, keeps confidential personnel records, dictates letters for other secretaries or stenographers to transcribe and trains and supervises other secretaries employees.

Clerk Stenographer: Most beginning stenographers are classified as clerk stenographers. Takes shorthand of correspondence, reports, and other matter and transcribes dictated material, using Performs variety of clerical duties. May transcribe material from voice machines.

Executive Secretary: Takes notes at meetings, does personal shopping for employer, keeps person records for employer, prepares employer's material for trips, keeps employer's checkbook, helps income tax reports, helps plan and organize office social affairs, helps entertain visiting cust representatives and may supervise other clerical employees.

Junior Secretary: Maintains a follow-up file, makes travel and hotel reservations, prepares tri requisitions supplies and keeps expense records of employer's travels in addition to the above a

Legal Secretary: Works for an attorney, a law firm, or a legal department in an organization. executive assistant and needs to produce extremely accurate work.

Medical Secretary: Often writes correspondence, types reports, completes forms, and works with materials. This occupation is found in hospitals, medical clinics, sanitariums, nursing homes, departments, insurance firms, and private doctor's offices.

Secretary: Takes dictation and transcribes notes, does general filing, makes appointments, answ routes callers, reads and sorts mail, keeps a record of appointments, types from employer's long dictation directly on the typewriter, maintains a clipping file or scrapbook, marks articles to mimeographing and operates adding or calculating machines.

Senior Secretary: Assists with preparation of reports, composes routine written communications structions, sees customers and meets the public, gathers information for reports, makes digests letters, or books for employer, and gathers material for speeches.

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

Stenography

ary: Prepares income tax reports for her employer, gathers information for monthly board
yrolls and budgets, keeps confidential personnel records, dictates letters and memorandums
or stenographers to transcribe and trains and supervises other secretaries and clerical

ost beginning stenographers are classified as clerk stenographers. Takes dictation in
ndence, reports, and other matter and transcribes dictated material, using the typewriter.
lerical duties. May transcribe material from voice machines.

Takes notes at meetings, does personal shopping for employer, keeps personal financial
prepares employer's material for trips, keeps employer's checkbook, helps employer prepare
elps plan and organize office social affairs, helps entertain visiting customers and branch
ay supervise other clerical employees.

intains a follow-up file, makes travel and hotel reservations, prepares trip itineraries,
and keeps expense records of employer's travels in addition to the above activities.

ks for an attorney, a law firm, or a legal department in an organization. He/she is an
nd needs to produce extremely accurate work.

ften writes correspondence, types reports, completes forms, and works with a variety of
pation is found in hospitals, medical clinics, sanitariums, nursing homes, public health
e firms, and private doctor's offices.

tation and transcribes notes, does general filing, makes appointments, answers telephones and
and sorts mail, keeps a record of appointments, types from employer's longhand notes, takes
the typewriter, maintains a clipping file or scrapbook, marks articles to be clipped, does
rates adding or calculating machines.

sists with preparation of reports, composes routine written communications from oral in-
omers and meets the public, gathers information for reports, makes digests of articles,
employer, and gathers material for speeches.

Stenographer: Takes dictation and transcribes notes, may do some filing, may answer telephones and rou and may do routine clerical work.

Technical Secretary: Works for scientists in such fields as chemistry, physics, mathematics, and biolo a programmer data analyst. He/she also acts as an administrative assistant.

SELECTED TITLES OF BUSINESS OCCUPATIONS*

Account Analyst
Account Executive
Accountant
Accountant, Certified Public
Accountant, Cost
Accountant, Tax
Accounting Clerk
Actuarial Clerk
Adding-Machine Operator
Addressing-Machine Operator
Adjustment Clerk
Administrative Assistant
Administrative Secretary
Administrator, Social Welfare
Advertising Copy Writer
Advertising Layout Man
Advertising Solicitor
Advertising Space Measurer
Airplane Dispatch Clerk
Amalgamator
Audit Clerk
Auditor
Balance Clerk
Bank Cashier
Billing Clerk
Bond Clerk
Booking Agent
Bookkeeper
Budget Clerk
Business Agent
Calculating-Machine Operator
Cashier
Catalog Clerk, Supply
Classified-Ad Clerk
Clearinghouse Clerk
Clerk-Typist
Code Clerk
Coding Clerk
Comparison Shopper
Console Operator
Control Clerk
Cost Clerk
Counter Clerk
Coupon-Collection Clerk
Court Reporter
Credit Man
Data Typist
Digital-Computer
Demurrage Clerk
Director
Duplicating-Machine Operator
Electrotyper
Executive Chief
File Clerk
Files, Searcher/Researcher
Fiscal Clerk
Foreman
General Clerk
Girl Friday
Hospital Administrat
Indexer
Inventory Audit Cle
Inventory Clerk
Job Analyst
Key Punch Operator
Law Clerk
Leader
Linotype Operator
Mail Clerk
Mail Racker
Machine-Records Unit
Manager
Margin Clerk
Material Clerk
Medical Secretary
Messenger
Mimeograph Operator
Mutuel Clerk
Pari-Mutuel Clerk
Payroll Clerk
Property and Supply
P.B.X. Operator
Personnel Clerk
Post-Office Clerk
Principal
Processor
Programmer

on and transcribes notes, may do some filing, may answer telephones and route callers, work.

for scientists in such fields as chemistry, physics, mathematics, and biology or for He/she also acts as an administrative assistant.

SELECTED TITLES OF BUSINESS OCCUPATIONS*

- Business Agent
- Calculating-Machine Operator
- Cashier
- Catalog Clerk, Supply
- Classified-Ad Clerk
- Clearinghouse Clerk
- Clerk-Typist
- Code Clerk
- Coding Clerk
- Comparison Shopper
- Console Operator
- Control Clerk
- Cost Clerk
- Counter Clerk
- Coupon-Collection Clerk
- Court Reporter
- Credit Man
- Data Typist
- Digital-Computer
- Demurrage Clerk
- Director
- Duplicating-Machine Operator
- Electrotyper
- Executive Chief
- File Clerk
- Files, Searcher/Researcher
- Fiscal Clerk
- Foreman
- General Clerk
- Girl Friday
- Hospital Administrator
- Indexer
- Inventory Audit Clerk
- Inventory Clerk
- Job Analyst
- Key Punch Operator
- Law Clerk
- Leader
- Linotype Operator
- Mail Clerk
- Mail Racker
- Machine-Records Unit Supervisor
- Manager
- Margin Clerk
- Material Clerk
- Medical Secretary
- Messenger
- Mimeograph Operator
- Mutuel Clerk
- Pari-Mutuel Clerk
- Payroll Clerk
- Property and Supply Clerk
- P.B.X. Operator
- Personnel Clerk
- Post-Office Clerk
- Principal
- Processor
- Programmer

Proofreader
Purchasing Agent
Receiver
Records Analyst
Recorder
Salesman
Secretary
Shipping Clerk
Shopper
Solicitor
Sorter
Sorting-Machine Operator
Stapler

Statistical Clerk
Stencil Cutter
Stenographer
Stenotype Operator
Stereotyper
Stock Clerk
Stock Control Clerk
Storekeeper
Superintendent
Supervisor
Supply Clerk
Switchboard Operator
Tabulating-Machine Operator

Telefax Clerk
Telegraph-Typew
Teletype Operat
Teller
Travel Clerk
Typist
Typographer
Varitypist
Verifier Operat
Warehousemen
Wholesaler
Xerography Oper

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*Clarence E. Lovejoy, Lovejoy's Career and Vocational School Guide, Third Edition, New York: Simon a
1967. ($6.50.)

Statistical Clerk
Stencil Cutter
Stenographer
Stenotype Operator
Stereotyper
Stock Clerk
Stock Control Clerk
Storekeeper
Superintendent
Supervisor
Supply Clerk
Switchboard Operator
Tabulating-Machine Operator
Telefax Clerk
Telegraph-Typewriter Operator Chief
Teletype Operator
Teller
Travel Clerk
Typist
Typographer
Varitypist
Verifier Operator
Warehousemen
Wholesaler
Xerography Operator

oy's Career and Vocational School Guide, Third Edition, New York: Simon and Schuster,

APPENDIX B

COMMUNICATIONS - FIRST DOOR TO YOUR BUSINESS

SELF-EVALUATION CHECK LIST*

STRUCTURED FEEDBACK WORK SESSION

Answer the following questions by circling YES, SOMETIMES, or NO.

Please indicate if you gave your partner the following important information.

1. Did you tell him/her your name?	YES		NO
2. Did you give your job title?	YES		NO
3. Did you give the name of your organization?	YES		NO
4. Did you speak clearly enough (i.e., slowly and distinctly) to be heard and understood?	YES	SOMETIMES	NO
5. Did you encourage communication by directly looking at your partner?	YES	SOMETIMES	NO
6. Did you think your presentation was interesting?	YES	SOMETIMES	NO
7. Did you give enough information for your partner to understand your job function?	YES	SOMETIMES	NO

Compsych Systems, Inc., 1974
FORM H (1/74)

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*This material has been loaned to MCPS by Compsych Systems, Inc., Human Factors Division, 4676 Admira
Marina del Rey, California 90291.

SELF-EVALUATION CHECK LIST*

STRUCTURED FEEDBACK WORK SESSION

ions by circling YES, SOMETIMES, or NO.

u gave your partner the following important information.

our name?	YES		NO
title?	YES		NO
of your	YES		NO
enough inctly) to d?	YES	SOMETIMES	NO
unication your partner?	YES	SOMETIMES	NO
sentation was	YES	SOMETIMES	NO
formation for tand your job	YES	SOMETIMES	NO

74

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aned to MCPS by Compsych Systems, Inc., Human Factors Division, 4676 Admiral Highway, 90291.

PRETEST

HOW MUCH DO YOU COMMUNICATE*

Have you ever stopped to think how much of your time is spent in communication of one sort or another? How much time - minutes and hours - do you estimate you spend on each of the following activities in the course of a working week?

1. Telephoning ____________
2. Scanning, sorting, routing mail ____________
3. Listening to the boss ____________
4. Passing on instructions orally ____________
5. Typing ____________
6. Composing letters ____________
7. Receiving and dealing with visitors ____________
8. Filing ____________
9. Operating duplicating machines ____________
10. Proofreading letters, reports, etc. ____________
11. Keeping office records (appointments, personnel, payroll, etc.) ____________
12. Helping prepare written repo
13. Listening to other employees
14. Reading and clipping newspapers, magazines
15. Taking and transcribing dictation
16. Collecting information for r
17. Planning your work
18. Making travel or hotel reserv tions
19. Filling out office forms

Outside the office:

20. Listening to the radio
21. Watching television
22. Telephoning
23. Talking with friends
24. Writing letters
25. Reading books and magazines

---

*This material has been loaned to MCPS by WETA/TELEVISION, Channel 26, Washington, D.C. *From 9 t* *Workbook*, p. 4.

ST DOOR TO YOUR BUSINESS

PRETEST

HOW MUCH DO YOU COMMUNICATE*

ed to think how much of your
munication of one sort or
time - minutes and hours -
spend on each of the follow-
he course of a working week?

____

ng, routing ________

s boss ________

ructions ________

____

rs ________

ealing with ________

____

icating machines ________

tters, reports, etc. ________

records (appoint-
l, payroll, etc.) ________

12. Helping prepare written reports ________

13. Listening to other employees ________

14. Reading and clipping newspapers, magazines ________

15. Taking and transcribing dictation ________

16. Collecting information for reports ________

17. Planning your work ________

18. Making travel or hotel reservations ________

19. Filling out office forms ________

Outside the office:

20. Listening to the radio ________

21. Watching television ________

22. Telephoning ________

23. Talking with friends ________

24. Writing letters ________

25. Reading books and magazines ________

en loaned to MCPS by WETA/TELEVISION, Channel 26, Washington, D.C. From 9 to 5, Student

COMMUNICATIONS - FIRST DOOR TO YOUR BUSINESS

Which of the above would you consider noncommunication activities?

What other parts of your daily life, in and out of the office, would you consider noncommunication acti

What other communication activities do you participate in?

R TO YOUR BUSINESS

u consider noncommunication activities?

ily life, in and out of the office, would you consider noncommunication activities?

tivities do you participate in?

BARRIERS TO ORAL (AURAL) COMMUNICATION AND HOW TO OVERCOME THEM*

BARRIER	LISTENER CAN OVERCOME BY:	SPEAKER CAN OVER
1. Tuning out the speaker because he is uninteresting.		
2. Not listening because of the speaker's delivery or appearance.		
3. Tune out because of dislike of speaker's apparent attitude (belligerent, know-it-all, overly apologetic, etc.).		
4. Becoming overstimulated—either in agreement or disagreement – by something the speaker says; stop listening to plan rebuttal or supporting arguments.		
5. Jumping to conclusions on basis of first few words; often reach the wrong conclusion.		
6. Closed mind; won't listen to contrary opinions, mind made up and hear only what you want to hear.		
7. Tuning out the speaker because of emotional reaction to words and phrases.		

*This material has been loaned to MCPS by WETA/Television Channel 26, Washington, D.C. From 9 Workbook, pp. 16-17

RST DOOR TO YOUR BUSINESS

(AURAL) COMMUNICATION AND HOW TO OVERCOME THEM*

ER	LISTENER CAN OVERCOME BY:	SPEAKER CAN OVERCOME BY:
aker because		
use of the earance.		
of dislike of ude (belliger- apologetic,		
ulated—either eement – by says; stop lis- or supporting		
ions on basis en reach the		
't listen to made up and t to hear.		
aker because o words and		

een loaned to MCPS by WETA/Television Channel 26, Washington, D.C. From 9 to 5 Student
7

BARRIER	LISTENER CAN OVERCOME BY:	SPEAKER CAN OVERCOME B
8. Refusing to listen to difficult material.		
9. Word barriers; fail to understand words; speaker not using them in the sense understood by the listener.		
10. Become so involved taking notes that lose the gist of what is said.		
11. Listening for facts so hard that miss ideas.		
12. Yielding to distractions; letting mind wander easily.		
13. Mind wanders because you think faster than speaker can talk.		
14. Won't listen because you talk all the time.		

OR TO YOUR BUSINESS

	LISTENER CAN OVERCOME BY:	SPEAKER CAN OVERCOME BY:
fficult		
erstand in the er.		
notes d.		
d that		
letting		
think		
alk all		

COMMUNICATIONS UNIT -
FIRST DOOR TO YOUR BUSINESS

HOW MUCH DO YOU INFER?**

*Reprinted from "Communication"
by Kaiser Aluminum and
Chemical Company

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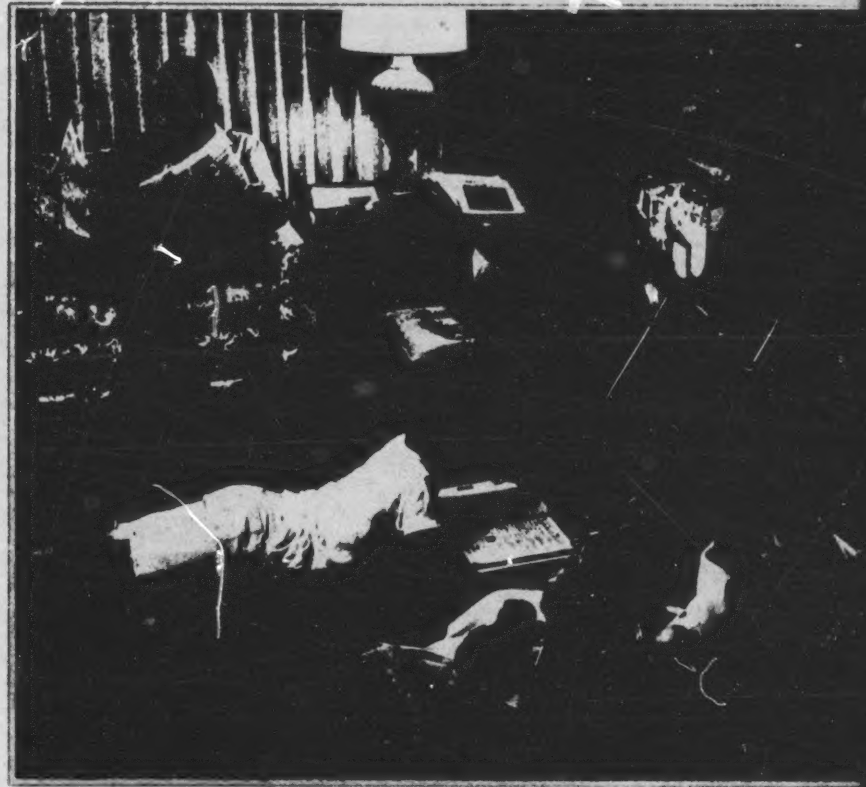
to MCPS by WETA/TELEVISION,
Channel 26, Washington, D. C.
From 9 to 5 Student Workbook, p. 5.



Which of the following statements are true, false, or cannot be

	(T)	(F)
1. The Jones family owns a TV set	( )	( )
2. Johnny is doing his homework while he watches TV	( )	( )
3. Johnny's father is a stockholder	( )	( )
4. The screen is showing a scene from a Western .	( )	( )
5. Mrs. Jones is knitting a sweater	( )	( )
6. Mr. Jones is a cigar smoker	( )	( )
7. There are three people in the room	( )	( )
8. The Jones family subscribes to TIME, LIFE and FORTUNE	( )	( )
9. The Jones family consists of Mr. Jones, Mrs. Jones and Johnny	( )	( )
10. They have a cat for a pet	( )	( )
11. They are watching an evening television show .	( )	( )

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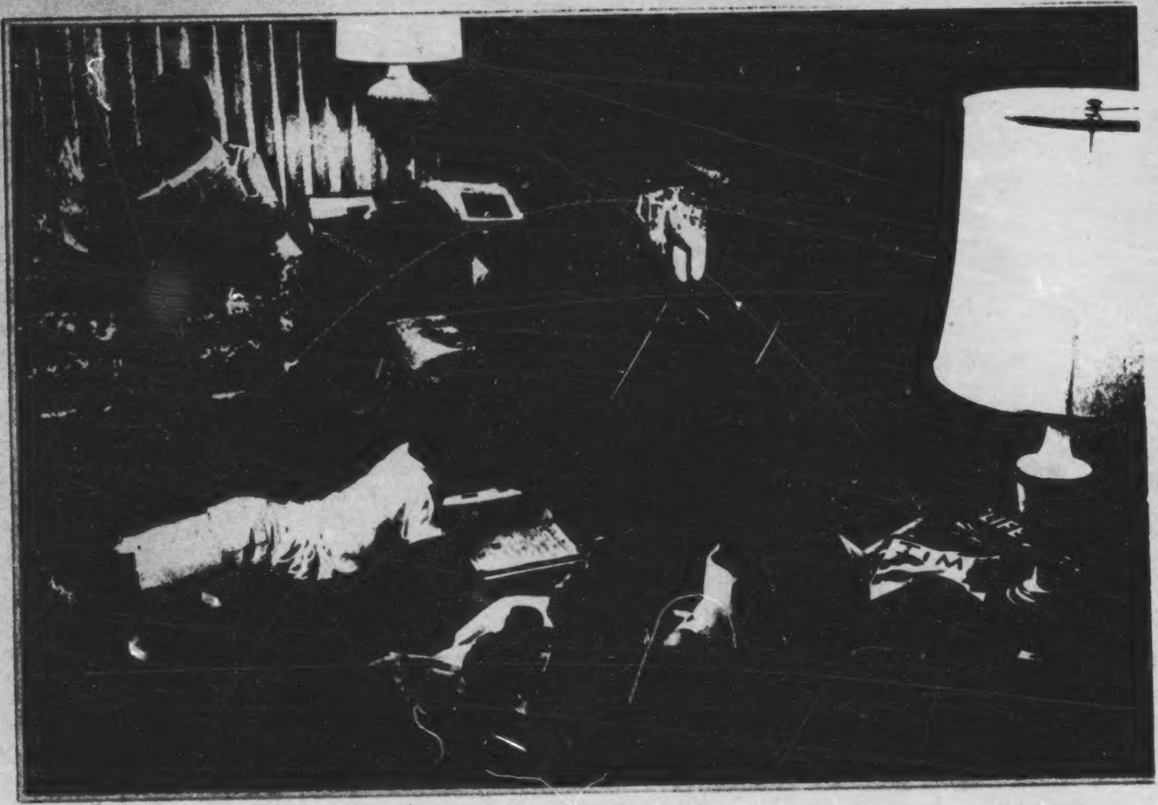


tion"
d

Which of the following statements are true, false, or cannot be answered at all?

	(T)	(F)	(?)
1. The Jones family owns a TV set	( )	( )	( )
2. Johnny is doing his homework while he watches TV	( )	( )	( )
3. Johnny's father is a stockholder	( )	( )	( )
4. The screen is showing a scene from a Western	( )	( )	( )
5. Mrs. Jones is knitting a sweater	( )	( )	( )
6. Mr. Jones is a cigar smoker	( )	( )	( )
7. There are three people in the room	( )	( )	( )
8. The Jones family subscribes to TIME, LIFE and FORTUNE	( )	( )	( )
9. The Jones family consists of Mr. Jones, Mrs. Jones and Johnny	( )	( )	( )
10. They have a cat for a pet	( )	( )	( )
11. They are watching an evening television show	( )	( )	( )

loaned
ON,
D. C.
rkbook, p. 5.

BARRIERS TO COMMUNICATION - ONE-WAY COMMUNICATION*

A. Identification of major barriers

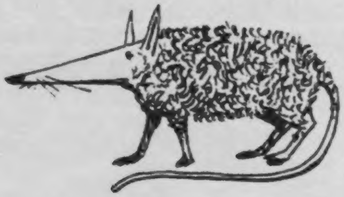
  1. Our attitudes and prejudices

  2. Our inferences

B. Discussion of Barriers to Communication

  1. Interpretations based on oral experience

    a. Ask one of the class members to describe the picture orally while the rest of the class draws from the description. (No questions allowed.)



    b. Compare drawings and comment on difficulty of using words which exactly convey what you are seeing -- what you are experiencing so that others will see it.

    c. How can you make your oral communication more effective in the office?

---

*This material has been loaned to MCPS by WETA/TELEVISION, Channel 26, Washington, D.C. From 9 to 5 Workbook p. 14.

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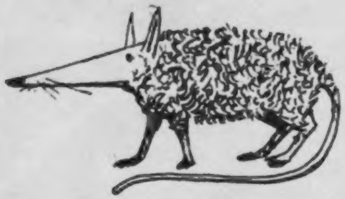

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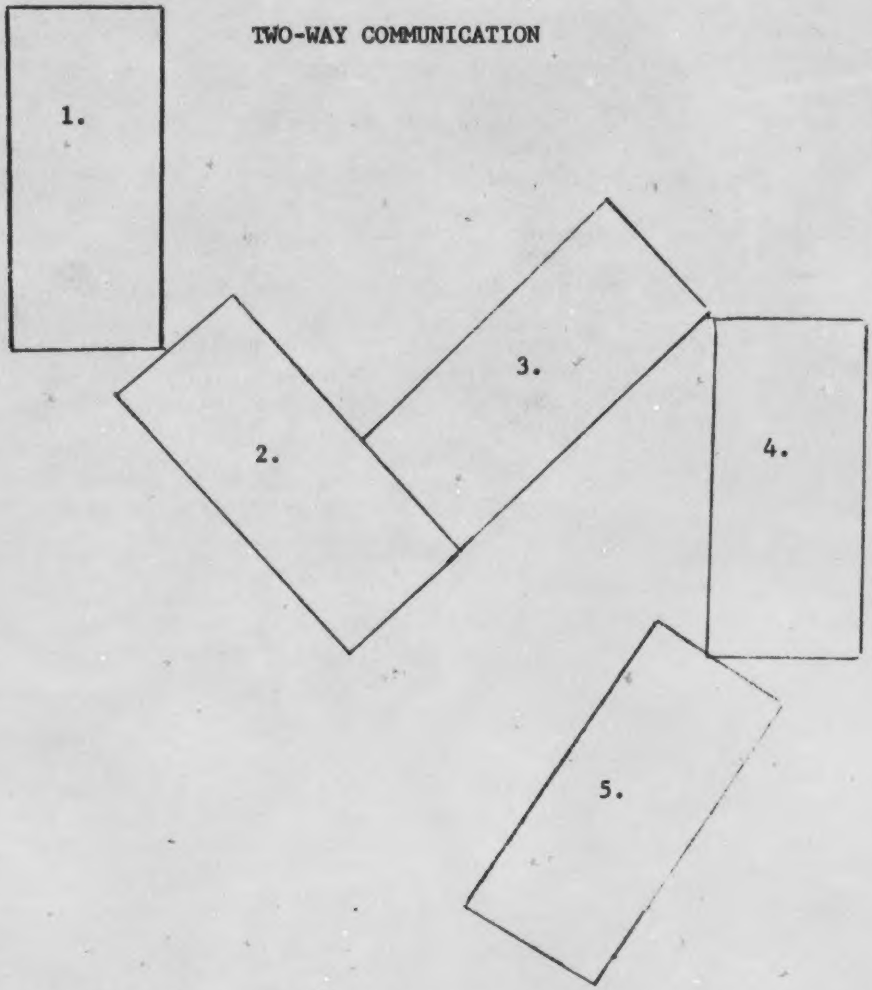
---

ned to MCPS by WETA/TELEVISION, Channel 26, Washington, D.C. From 9 to 5 Student

With this exercise, students can ask questions of speaker (feed-back).

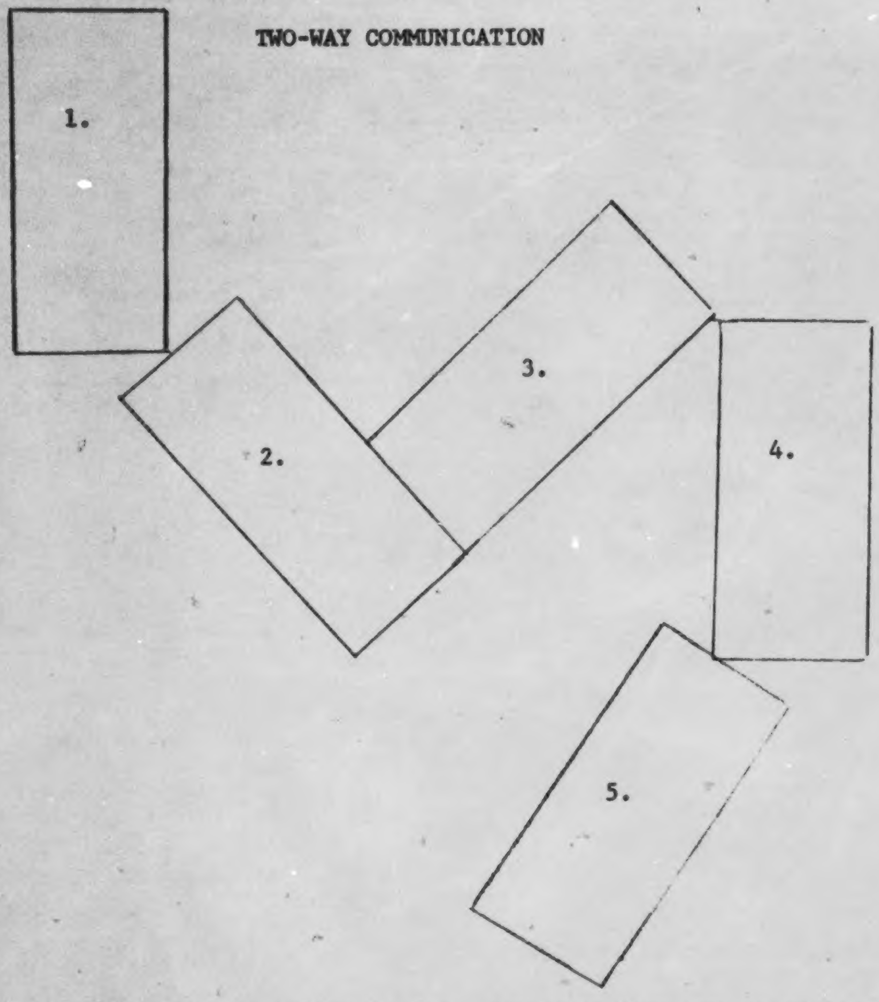
TWO-WAY COMMUNICATION



Have someone turn their back and describe the above design. Students then try to re-create the a
verbal description. Students may ask questions.

e, students can ask questions of speaker (feed-back).

TWO-WAY COMMUNICATION



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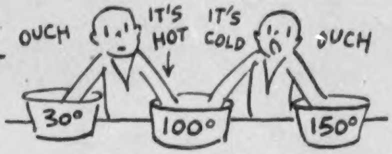
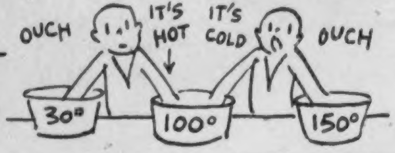
HOW AN UNDERSTANDING OF SEMAN
CAN HELP COMMUNICATIONS--

① --when **LEVELS OF ABSTRACTION** are too high	referents are often HAZY (see page 7)	
② --when **REFERENTS** aren't **VERIFIABLE** by a scientific method	 OUCH IT'S HOT IT'S COLD OUCH 30° 100° 150°	(PSYCHONEUROLOGICAL Our backgrounds are not th Our motives are different. Our senses are not identica So-o-o our judgments may v
③ **ANALOGIES** may be **FALSE**	"A fuel plane feeds smaller craft by means of a pipeline like umbilical cord." BUT--a fuel plane is not a mother, has no feelings, there is n biological "connection!"	
④ **TOO MANY WORDS**	"the party of the first part does hereby relinquish to purchase title to said real property located 12° 13′ N.W. --" (i.e., Smith no longer owns 24 Parker St.)	
⑤ **COLOR WORDS**	hood = young student brats = young children dame = woman	angel = well-behaved c earth-shaker = one who much good etc.

---

*This material has been loaned by Channing L. Bete, Inc., Greenfield, Massachusetts 01301.

Y AN UNDERSTANDING OF SEMANTICS CAN HELP COMMUNICATIONS--*

when **LEVELS OF ABSTRACTION** are too high	referents are often HAZY (see page 7)
hen **REFERENTS** aren't **ERIFIABLE** a scientific method	 OUCH IT'S HOT IT'S COLD OUCH 30° 100° 150° (PSYCHONEUROLOGICAL PROBLEM) Our backgrounds are not the same. Our motives are different. Our senses are not identical. So-o-o our judgments may vary.
NALOGIES nay be **FALSE**	"A fuel plane feeds smaller craft by means of a pipeline like an umbilical cord." BUT--a fuel plane is not a mother, has no feelings; there is no biological "connection!"
TOO MANY WORDS	"the party of the first part does hereby relinquish to purchaser all title to said real property located 12° 13′ N.W. --" (i.e., Smith no longer owns 24 Parker St.)
COLOR WORDS	hood = young student brats = young children dame = woman angel = well-behaved child earth-shaker = one who does much good etc.

oaned by Channing L. Bete, Inc., Greenfield, Massachusetts 01301.

OVER-GENERALIZATIONS

blanket statements based on an insufficient sampling. Opinion is not fact unless verifiable by corroborative evidence.

"South Americans
hot food!"

(did you ask them
(do they ever eat

CONFUSING FACTS

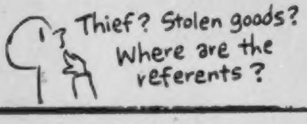
"I saw a man with his coat collar pulled up run out of a supermarket with a big bag!"

WITH INFERENCE

He didn't want to be seen or caught.

AND
JUD

"I sa
looki
out o
with


Thief? Stolen goods?
Where are the referents?

POOR LOGIC

TRUTH consists in ideas having reference to real things...just as a useful MAP refers accurately to real places. So -- physical and psychological contexts should match in 3 ways.

A. TEMPORAL
(time sequence)

"First, I w
finally, I s

B. SPATIAL
(space arrangement)

"The foye
room beyo
door leadi

C. CAUSAL
(cause and effect arrangement)

"Thin tires
to an accid

OVER-GENERALIZATIONS

blanket statements based on an insufficient sampling. Opinion is not fact unless verifiable by corroborative evidence.

"South Americans like only hot food!"

(did you ask them all?)
(do they ever eat oranges?)

CONFUSING FACTS

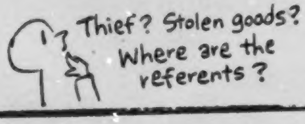
"I saw a man with his coat collar pulled up run out of a supermarket with a big bag!"

WITH INFERENCE

He didn't want to be seen or caught.

AND VALUE JUDGMENT

"I saw a sneaky looking thief race out of the supermarket with stolen goods!"


Thief? Stolen goods?
Where are the referents?

POOR LOGIC

TRUTH consists in ideas having reference to real things...just as a useful MAP refers accurately to real places. So -- physical and psychological contexts should match in 3 ways.

A. TEMPORAL (time sequence) "First, I went home; then, I ate; finally, I slept."

B. SPATIAL (space arrangement) "The foyer opens into a living room beyond which is a glass door leading to a patio."

C. CAUSAL (cause and effect arrangement) "Thin tires plus speeding lead to an accident."

COMMUNICATING FOR RESULTS

"Motivated Learning Through Structured Feedback"*

I. Concern with your objectives

How do you get your ideas and information across to others?

A. Accepting responsibility for conveying your ideas to others clearly, comprehensively, yet

B. When you are aware of the way you communicate you are able to get an idea across better a effectively.

C. The error of omission is the most costly in terms of time, money and human relations.

D. Four key elements of communication:

1. Verbal - avoid mutual mind reading, ask for clarification when in doubt
2. Written - organizing your ideas, cross checking for understanding
3. Nonverbals - leading others to think they are getting their ideas across
4. Listening - examining your response to ideas and instructions that you feel are not or worthwhile

---

*The Griver, Robinson, Frankel theory of "Motivated Learning Through Structured Feedback" is a m improving communication skills. A variety of feedback techniques are used to provide continuou organized information to correct individual communication errors and enhance performance. The Feedback" theory and techniques were developed by three principal officers of Compsych Systems, Jeanette A. Griver, President; Margot B. Robinson, Senior Vice-President; Raymond A. Frankel, V

This material has been loaned to MCPS by Compsych Systems, Inc., 4676 Admiral Highway, Marina de California 90291. Excerpts from the forthcoming book, Improving Your Communication Skills, by J Griver, Margot B. Robinson, and Raymond A. Frankel.

R TO YOUR BUSINESS

COMMUNICATING FOR RESULTS

"Motivated Learning Through Structured Feedback"*

jectives

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COMMUNICATIONS - FIRST DOOR TO YOUR BUSINESS

(2)

COMMUNICATING FOR RESULTS

II. Concern for yourself

What is your impact on others?

A. Be aware of how you say what you have to say - your gestures, facial expressio

B. Avoid sending double messages. Be certain that your verbal message does not be and bodily posture.

C. Put interest and energy into your communication. This implies commitment to yo

D. Be able to look at your job in terms of what you can do for it, and what it ca Clarify your job responsibilities and status to yourself and your colleagues.

III. Concern for others

How do you interact with others?

A. An overall interested and accepting attitude on your part is crucial. Use you positively to put your message across.

B. Creative listening is an art and a "must." Writing down messages from others you visual referability.

C. Learn to be persuasive. Gain other people's trust and respect by being open-m yet candid. Be alert to both their needs and your own.

IV. Critical areas of awareness in developing your communication skills

A. Information content - certain specific facts to be given to others.

B. Verbal techniques - your speech patterns and voice style.

C. Nonverbal behavior - your gestures, facial expressions, and body movements.

T DOOR TO YOUR BUSINESS

(2)

COMMUNICATING FOR RESULTS

rself

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verbal behavior - your gestures, facial expressions, and body movements.

BRIEFING THE EXECUTIVE*

DEFINITION: Orally communicating IMPORTANT INFORMATION to your boss in a LIMITED amount of TIME.

GENERAL CONSIDERATION About the Art of Briefing

Personality of the Boss:
What kind of MOOD is he in today? (Observe and Listen)
Are today's DAILY ACTIVITIES affecting his mood?

When to Brief:
Use your JUDGMENT.

What to Brief About:
Put information in PRIORITY order.

- Appointments
- Daily Schedule
- Mail
- Telephone Calls

Time Available:
Organization

What you must do! WHAT YOU MUST DO
Keep a daily record of important information at your desk.
Arrange it in PRIORITY order before the briefing.

HOW TO BRIEF

Mentally: ANTICIPATE the problems that are going to result from what you are about to tell your boss.

Orally: Open with a SYNOPSIS
Informal QUESTIONS AND ANSWERS
Start with most important item first and list what the boss should be aware of.
LISTEN
CLOSE by stating what has been done and what needs to be done by both you, the secretary and

Physically: During the briefing, take notes -- so that you can verify that you both did what you were

DOOR TO YOUR BUSINESS

BRIEFING THE EXECUTIVE*

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iefing, take notes -- so that you can verify that you both did what you were supposed to.

COMMUNICATIONS UNIT - FIRST DOOR TO YOUR BUSINESS

REVIEW

Before Briefing:

- Furnish Important information
- Remember time limit
- Consider boss's mood
- Use Judgment about when to brief
- Organize briefing information by keeping a daily record which is arranged in priority order

During:

- Be natural and informal
- Listen
- Anticipate problems
- State what has been done and what i

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COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

CLEAR, DISTINCT ENUNCIATION FOR THE TELEPHONE*

The following expressions are commonly run together into unintelligibility. (Try that word for a
exercise.) How often do you hear -- and say -- wonchoo, har'ya, jeet jet, gimmer, smorning', wann
face conversation, you might get by, but on the telephone, you need to be absolutely clear and dis
say. The sounds usually slurred have been underlined. Practice these phrases, being sure that ev
and every syllable is heard.

and then
an hour
as yet
at all
catch them
could have
for him
for them
forget him
got it
give him
give me

going to
had to
have to
heard her
idea of
instead of
kept it
kept them
great deal
let me see
let him go
might have

must have
made of
put them
ought to
saw her
should have
some more
that one
this one
this morning
to go
to hear

did you e
don't you
need to
want to
was he
what did h
would hav
got you
won't you
what do y
how are y
can't you

RST DOOR TO YOUR BUSINESS

REVIEW

:

information
t
od
when to brief
information by keeping a daily
arranged in priority order

During:

Be natural and informal
Listen
Anticipate problems
State what has been done and what is yet to be done

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E SECOND DOOR TO YOUR BUSINESS

CLEAR, DISTINCT ENUNCIATION FOR THE TELEPHONE*

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going to
had to
have to
heard her
idea of
instead of
kept it
kept them
great deal
let me see
let him go
might have

must have
made of
put them
ought to
saw her
should have
some more
that one
this one
this morning
to go
to hear

did you eat yet?
don't you
need to
want to
was he
what did he do?
would have
got you
won't you
what do you do?
how are you?
can't you

COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

Here Are a Few Words and Phrases To Practice for Clearer Enunciation:

For Separating Words - If you speak too quickly, you may run one word into the next. This makes your c
hard to understand. For example:

	Say	Did It Sound Like?
1.	Did you ever pay him?	Djever payim?
2.	How are you today?	Howr youday?
3.	Do you understand?	Dyunnerstan?
4.	What did you do last night?	Whadjudo last night?
5.	I told you I'd go with you.	I toljuh I'd go with yuh.
6.	I heard you come in.	I heard juh come in.
7.	Could you come at noon?	Couldya come at noon?
8.	I wrote you last week.	I wrotecha last week.
9.	Did you ever hear from Fred?	Jever hear from Fred?

For Pronouncing Syllables — Many words are mispronounced (or sound as though they were) because of slu
or omitting syllables. Some words are mispronounced because of syllables being added. For example:

		Wrong	Right
1.	extraordinary	ex-tra-or'di-nar-y	ex-trawr'di-nar-y
2.	mischievous	mis-chee'vee-us	mis'chi-vus
3.	camera	cam'ra	cam'er-a
4.	directory	dir-rec'try	di-rec'to-ry
5.	every	ev'ry	ev'er-y
6.	federal	fed'ral	fed'er-al
7.	environment	en-vi'ern-ment	en-vi'run-ment
8.	hundred	hun'derd	hun'dred
9.	prerogative	per-og'ativ	pre-rog'a-tiv
10.	applicable	ap-li'ka-bul	ap'li-ka-bul

SECOND DOOR TO YOUR BUSINESS

hrases To Practice for Clearer Enunciation:

you speak too quickly, you may run one word into the next. This makes your conversation
xample:

	Did It Sound Like?
pay him?	Djever payim?
oday?	Howr youday?
tand?	Dyunnerstan?
do last night?	Whadjudo last night?
d go with you.	I toljuh I'd go with yuh.
ome in.	I heard juh come in.
e at noon?	Couldya come at noon?
ast week.	I wrotecha last week.
hear from Fred?	Jever hear from Fred?

— Many words are mispronounced (or sound as though they were) because of slurring over
e words are mispronounced because of syllables being added. For example:

Wrong	Right
ex-tra-or'di-nar-y	ex-trawr'di-nar-y
mis-chee'vee-us	mis'chi-vus
cam'ra	cam'er-a
dir-rec'try	di-rec'to-ry
ev'ry	ev'er-y
fed'ral	fed'er-al
en-vi'ern-ment	en-vi'run-ment
hun'derd	hun'dred
per-og'ativ	pre-rog'a-tiv
ap-li'ka-bul	ap'li-ka-bul

ARE YOU PHONOGENIC? *

Circle the number in the right-hand column which best describes your usual telephone practices. remember, this list is to help you become more phonogenic.

WHEN YOU ANSWER THE PHONE, DO YOU . . .

1. Know exactly how to use your instrument correctly?
2. Let it ring until it is convenient to answer?
3. Answer before the second ring?
4. Lift the receiver to silence the ring, but finish what you are saying before speaking to the caller?
5. Cut in on another's conversation by not checking which line is ringing?
6. Sound cheerful and businesslike rather than glum and disinterested?
7. Say "Hello!"
8. Announce your department name and your name?
9. Ask, "Who's calling?"
10. Press the button associated with the incoming call before lifting the receiver?
11. Use Miss or Mrs. with your name so the caller knows how to address you?
12. Listen attentively, making an effort to get the caller's name the first time he says it?
13. Speak more loudly than usual to be sure the other person hears and understands you?
14. Ask questions tactfully, phrased as request, not a demand?
15. End a call courteously - say "goodbye" and "thank you?"
16. Speak directly into the mouthpiece?
17. Perch the phone on one shoulder if it looks like a long conversation so that you can do something else with your hands?
18. Give your caller undivided attention?
19. Use the "hold" button properly?
20. Continue sorting the mail or arranging the filing as you talk?
21. Talk as fast as possible to get finished quickly?
22. Leave the phone lying on the desk while you call someone to the phone?
23. Have a pencil and pad ready?
24. Let the caller hang up first?
25. End your call by replacing the receiver gently?

---

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- THE SECOND DOOR TO YOUR BUSINESS

ARE YOU PHONOGENIC? *

the right-hand column which best describes your usual telephone practices. Be honest,now - is to help you become more phonogenic.

PHONE, DO YOU . . .

	Always	Usually	Sometimes	Never
w to use your instrument correctly?	0	1	2	3
il it is convenient to answer?	3	2	1	0
he second ring?	0	1	2	3
er to silence the ring, but finish what you are saying before speaking r?	3	2	1	0
er's conversation by not checking which line is ringing?	3	2	1	0
and businesslike rather than glum and disinterested?	0	1	2	3
	3	2	1	0
epartment name and your name?	0	1	2	3
ling?"	3	2	1	0
n associated with the incoming call before lifting the receiver?	0	1	2	3
. with your name so the caller knows how to address you?	0	1	2	3
ely, making an effort to get the caller's name the first time he says it?	0	1	2	3
lly than usual to be sure the other person hears and understands you?	3	2	1	0
actfully, phrased as request, not a demand?	0	1	2	3
teously - say "goodbye" and "thank you?"	0	1	2	3
into the mouthpiece?	0	1	2	3
on one shoulder if it looks like a long conversation so that you can else with your hands?	3	2	1	0
r undivided attention?	0	1	2	3
button properly?	0	1	2	3
g the mail or arranging the filing as you talk?	3	2	1	0
possible to get finished quickly?	3	2	1	0
lying on the desk while you call someone to the phone?	3	2	1	0
nd pad ready?	0	1	2	3
hang up first?	0	1	2	3
y replacing the receiver gently?	0	1	2	3

---

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ARE YOU PHONOGENIC?

WHEN PLACING A CALL, DO YOU -

	Always	Usually
26. Look up the number first and have it written down in front of you as you dial?	0	1
27. Dial information for a number rather than look it up in the phone book?	3	2
28. Apologize if you get a wrong number?	0	1
29. Immediately state what the call is about?	0	1
30. Wait for a dial tone before dialing?	0	1
31. Plan what you are going to say before you call in order to save time?	0	1
32. Check what lines are in use and depress correct button before lifting receiver?	0	1
33. Allow time to answer (about 10 rings)	0	1
34. Immediately identify yourself and your office when the called person answers?	0	1
35. Have difficulty terminating the call when the business is completed?	3	2
36. Give clear and understandable information?	0	1
37. Request information in such a way as to get the complete story without having to make extra calls?	0	1
38. Have a frequently-called numbers list for quick reference?	0	1

WHEN YOU LEAVE YOUR PHONE UNATTENDED, DO YOU -

39. Let it ring unanswered?	3	2
40. Ask someone to answer it, telling her how long you'll be gone and where?	0	1

WHEN THE PERSON CALLED IS NOT PRESENT, DO YOU -

41. Say, "He's not here" and hang up	3	2
42. Offer to be of assistance or take a message?	0	1
43. Transfer the call to someone who may perhaps be of assistance?	3	2
44. Fill out message form correctly,		
. . .noting date and time of call?	0	1
. . .verifying spelling of caller's name?	0	1
. . .repeating and verifying phone numbers?	0	1
. . .repeating the message orally?	0	1
. . .writing down the message when it is received?	0	1
45. Place message where it will be sure to be seen?	0	1
46. Make every effort to be genuinely helpful and courteous, no matter how difficult the caller may be?	0	1
47. Get complete information before leaving the line?	0	1
48. Tell the caller, "Wait a minute," and leave the line without any other explanation?	3	2
49. Let the caller wait, no matter how long it takes you?	3	2
50. Report back to the waiting caller every 60 seconds to make a progress report?	0	1
51. Tell them to call you back later if it will take longer than a couple of minutes to find the information they desire?	3	2
52. Suggest that you call them back if it will take more than two minutes to get the information?	0	1

ARE YOU PHONOGENIC?

LL, DO YOU -

	Always	Usually	Sometimes	Never
number first and have it written down in front of you as you dial?	0	1	2	3
tion for a number rather than look it up in the phone book?	3	2	1	0
you get a wrong number?	0	1	2	3
state what the call is about?	0	1	2	3
ial tone before dialing?	0	1	2	3
u are going to say before you call in order to save time?	0	1	2	3
lines are in use and depress correct button before lifting receiver?	0	1	2	3
o answer (about 10 rings)	0	1	2	3
identify yourself and your office when the called person answers?	0	1	2	3
lty terminating the call when the business is completed?	3	2	1	0
nd understandable information?	0	1	2	3
rmation in such a way as to get the complete story without having to a calls?	0	1	2	3
ently-called numbers list for quick reference?	0	1	2	3

UR PHONE UNATTENDED, DO YOU -

	Always	Usually	Sometimes	Never
unanswered?	3	2	1	0
to answer it, telling her how long you'll be gone and where?	0	1	2	3

ALLED IS NOT PRESENT, DO YOU -

	Always	Usually	Sometimes	Never
t here" and hang up	3	2	1	0
of assistance or take a message?	0	1	2	3
call to someone who may perhaps be of assistance?	3	2	1	0
sage form correctly,				
g date and time of call?	0	1	2	3
ying spelling of caller's name?	0	1	2	3
ting and verifying phone numbers?	0	1	2	3
ting the message orally?	0	1	2	3
ng down the message when it is received?	0	1	2	3
where it will be sure to be seen?	0	1	2	3
ffort to be genuinely helpful and courteous, no matter how difficult may be?	0	1	2	3
information before leaving the line?	0	1	2	3
ler, "Wait a minute," and leave the line without any other explanation? .	3	2	1	0
er wait, no matter how long it takes you?	3	2	1	0
to the waiting caller every 60 seconds to make a progress report?	0	1	2	3
call you back later if it will take longer than a couple of minutes to information they desire?	3	2	1	0
you call them back if it will take more than two minutes to get the on?	0	1	2	3

WHEN TRANSFERRING A CALL, DO YOU -

53. Make sure that the person to whom you are transferring the call can help the caller? ...
54. Signal the operator with rapid and continuous depressings of receiver button? ....
55. Explain the reason for transfer? ....
56. Give the customer the name of the person who will talk with him? ....

IF THE PERSON YOU ARE CALLING IS NOT IN, DO YOU -

57. Quickly ask to have him call you back, give your name and hang up? ....
58. Leave a message which is clear, concise and complete? ....
59. Make sure the person taking the message records your name and number correctly? ....

SCORING: Add up the circled numbers.
30 or below: you're really phonogenic; 38-80: pretty good, but you need a little sprucing up; above 80: you need a lot of work!

UNIT - THE SECOND DOOR TO YOUR BUSINESS

NG A CALL, DO YOU -

	Always	Usually	Sometimes	Never
that the person to whom you are transferring the call can help the caller?	0	1	2	3
operator with rapid and continuous depressings of receiver button?	3	2	1	0
e reason for transfer?	0	1	2	3
ustomer the name of the person who will talk with him?	0	1	2	3

OU ARE CALLING IS NOT IN, DO YOU -

	Always	Usually	Sometimes	Never
k to have him call you back, give your name and hang up?	3	2	1	0
ssage which is clear, concise and complete?	0	1	2	3
the person taking the message records your name and number correctly?	0	1	2	3

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r below: you're really phonogenic; 38-80: pretty good, but you need
little sprucing up; above 80: you need a lot of work!

SAMPLE TELEPHONE CONVERSATION*

Telephone Rings

Mrs. Hayes: "Good morning, Administrative Office, Mrs. Hayes."

Caller: "Hi, Kathy, this is Tom Rogers from the Training Division."

Mrs. Hayes: "Yes, Mr. Rogers. What can we do for you this morning?"

Caller: "Well, I'd like to set up an appointment with Helen Johnson to discuss her presentation
seminar next week."

Mrs. Hayes: "Oh, yes, I know she wanted to discuss that with you. When could you meet with her?"

Caller: "I'm pretty tied up this week . . . I know, maybe we could have a luncheon meeting. Wou
see if she could meet me for lunch on Friday."

Mrs. Hayes: "Alright. She's not in her office right now but I'll check her calendar to see if she h
scheduled for Friday at lunchtime. Would you like to hold on a minute while I check th
you rather have me call you back?"

Caller: "Oh, sure, I'll wait."

Mrs. Hayes: "Thank you, Mr. Rogers. I'm going to put you on hold for just a minute while I check th

* * * * * * * * * * * * * *

Mrs. Hayes: "Thank you for waiting, Mr. Rogers. According to Helen's calendar, she is free for lunc
day. I've put your name on her calendar with a brief note to call you if she can't make
lunch."

Caller: "Great. Tell her I'll meet her in her office at 12:00 on Friday and we'll go to lunch f

Mrs. Hayes: "Fine. I'll leave her a note that you will meet her in her office at 12:00 on Friday an
can't make it, she should call you this afternoon. Your extension is 4587 isn't it?"

Caller: "Right. Thanks, Kathy. Goodby."

Mrs. Hayes: "See you on Friday, Mr. Rogers. Goodby."

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SAMPLE TELEPHONE CONVERSATION*

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er have me call you back?"

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Thanks, Kathy. Goodby."

on Friday, Mr. Rogers. Goodby."

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AFFIRMATIVE COMMENTS EXERCISE - Bad Example*

Jenny: "Personnel, Jenny."

Caller: "Hi, Jenny. This is Barbara in Payroll. I need some information from the files. if you can find it for me?"

(Pause)

"Jenny, are you there?"

Jenny: "Sure. Go ahead."

Caller: "O.K., I need the hiring dates for three employees. Their names are Dorothy Jami Fitzgerald, and Jeffrey Schaeffer.

Jenny: "I'll look, I'll call you back."

Hangs up.

IF YOU WERE BARBARA, HOW WOULD YOU FEEL?

---

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AFFIRMATIVE COMMENTS EXERCISE - Bad Example*

"Personnel, Jenny."

"Hi, Jenny. This is Barbara in Payroll. I need some information from the files. Could you see if you can find it for me?"

(Pause)

"Jenny, are you there?"

"Sure. Go ahead."

"O.K., I need the hiring dates for three employees. Their names are Dorothy Jamison, Robert Fitzgerald, and Jeffrey Schaeffer.

"I'll look, I'll call you back."

Hangs up.

IF YOU WERE BARBARA, HOW WOULD YOU FEEL?

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ANALYZE THE FOLLOWING TELEPHONE CONVERSATION*

Miss Smith: "Mr. Hart's office, Miss Smith speaking."

Caller: "This is Jim Brown. May I speak to Mr. Hart?"

Miss Smith: "I'm sorry, Mr. Hart's not in."

Caller: "When will he be back?"

Miss Smith: "Oh, around three."

Caller: "Would you have him call me please?"

Miss Smith: "Sure, what's your number?"

Caller: "647-0059"

Miss Smith: "O.K., Mr. Brown."

Caller: "Good-bye."

Miss Smith: "Good-bye."
(Waits for Mr. Brown to hang up.)

What did Miss Smith do correctly?

What are some things Miss Smith might have done to improve this conversation?

---

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ANALYZE THE FOLLOWING TELEPHONE CONVERSATION*

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WHAT WOULD YOU SAY TO THE CALLER?*

How would you improve upon these statements?

1. Hold the phone.____
2. What do you want?____
3. Who's this?____
4. Mr. Grant's busy, can I take a message?______________________________
5. O.K. We'll take care of it.___________________________________
6. Hello.____
7. Just a minute.____
8. I can't hear you.____
9. He's around the office somewhere.________________________________
10. I guess he's still at lunch.___________________________________
11. What's your name again?____________________________________
12. Mrs. Johnson left word that she's not to be disturbed.________________
13. What do you want to talk with Miss Olson about?______________________
14. Spell your name.____
15. Yeah, she's around here somewhere - hang on.________________________
16. Give me that number again.___________________________________
17. Call back around two.______________________________________
18. He's not here.____

---

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HE SECOND DOOR TO YOUR BUSINESS

WHAT WOULD YOU SAY TO THE CALLER?*

upon these statements?

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ll at lunch.

again?

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mber again.

d two.

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19. She's talking to somebody else.______________________________

20. Oh, Miss Montgomery hasn't come in yet.________________________

21. Who's calling?____

22. You have the wrong number._________________________________

23. What'd you say?_______________________________________

24. She's not here. She went to New York to see a contractor._____________

25. I'll put him on._______________________________________

26. I wouldn't know about that. Try 4778.__________________________

27. I'll have to check. Hang on._______________________________

28. I don't know where she is or when she'll be back.__________________

29. You have the wrong office. We don't handle that here._______________

30. Yeah, what can we do for you?_______________________________

31. Wait a minute, I'll see if I can get the information for you.__________

32. He's not here and I can't help you.___________________________

33. Mr. Jones is on sick leave today.____________________________

34. Oh, she's not here. She left early.___________________________

35. You put Mrs. Jansen on first._______________________________

SECOND DOOR TO YOUR BUSINESS

body else. ______________________________

hasn't come in yet. ______________________________

____

umber. ______________________________

____

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Hang on. ______________________________

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ffice. We don't handle that here. ______________________________

for you? ______________________________

see if I can get the information for you. ______________________________

can't help you. ______________________________

leave today. ______________________________

She left early. ______________________________

on first. ______________________________

COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

HOW WOULD YOU HANDLE THE SITUATION?*

1. Your boss is on another line when another call comes in for her. She has instructed you that
wants to speak to this second party when he calls.

   What would you say to the caller?

   How do you tell your boss that you have this important call on another line?

2. You are responsible for handling four lines on your telephone. Many times your boss or some
office may be available to answer another line if you are talking on the telephone. However
alone in the office. You are talking on line 3 when both lines 1 and 2 begin to ring.

   How would you handle the situation? What would you say to each caller?

3. Your boss, Mr. Lawson, wants to speak with Mr. Stern and has asked you to place the call. W
Stern's office, his secretary refuses to put her boss on the line until you put Mr. Lawson o

   How should this situation be handled?

4. Your boss, Mrs. Franklin, is out of the office. Mr. Garrison calls and urgently needs to sp
about a quarterly report. You are not certain where your boss is, but you think she may eit
Adams in the Accounting Office or with Miss Winters in Personnel. Mr. Garrison insists tha
your boss right now.

   How would you handle the situation?

5. Mrs. Quincy has called your boss twice each day for the past two days. Each time you have g
message to return her call. He has not returned any of her calls either because he has bee
just doesn't want to talk to her. This morning Mrs. Quincy called again and asked you why y
your boss the message to call her.

   What would you say to this irritated caller?

   What would you say to your boss?

---

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HOW WOULD YOU HANDLE THE SITUATION?*

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COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

TELEPHONE SITUATIONS - ROLE PLAYING

All telephone callers are not as helpful as you would like. How would you handle these situations?

1. You receive a call and the caller refuses to identify himself even though your boss wants you to sc
   his calls. How would you handle the situation?

2. Your boss receives a number of long distance calls each day. He needs to know the name of the cal
   pose of the call because case folders have to be pulled so he can give the caller the needed inforr
   long distance operator refuses to tell you who is calling. How would you handle the situation?

3. You have a number of irritated callers telephoning your office with complaints. It is your job to
   callers as diplomatically as possible. You have to be as calm as possible when dealing with these
   would you say to such a caller?

4. Your boss has a habit of not returning calls for several days when he is extremely busy. On a numb
   occasions recently, the caller has called back asking why "you" have not given your boss the messag
   this is not the case, what would you say to this irritated caller?

5. You have to place long distance calls for your boss. In most cases, you place the call station to
   One difficulty you have is when you tell the secretary that Mr. Boss is calling to speak to Mr. Bi
   secretary refuses to get her boss on the line until you get Mr. Boss on the line. How would you sc
   age-old problem in telephone courtesy?

6. A call comes for your boss at 9:15. He is not in yet and you do not know where he is. How shoul
   the situation?

SUGGESTED EVALUATION CHECK LIST FOR ROLE PLAYING

	Very Well	Fairly Well	Needs Im
Did Caller			
1. Plan call?			
2. Use list of frequently called numbers?			
3. Use proper identification?			
4. Have a courteous tone?			
5. Develop information?			
6. Terminate call properly?			

TELEPHONE SITUATIONS - ROLE PLAYING

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ly as possible. You have to be as calm as possible when dealing with these people. What
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is when you tell the secretary that Mr. Boss is calling to speak to Mr. Big, the
t her boss on the line until you get Mr. Boss on the line. How would you solve this
phone courtesy?

boss at 9:15. He is not in yet and you do not know where he is. How should you handle

SUGGESTED EVALUATION CHECK LIST FOR ROLE PLAYING

	Very Well	Fairly Well	Needs Improvement
ntly called numbers?			
fication?			
tone?			
on?			
operly?			

APPENDIX C

THE PLUS FACTORS

TOP TEN CLERICAL TRAITS*

PERFORMANCE	HUMAN RELATIONS
Accuracy	Consideration
Judgment	Tact
Follow-through	Discretion
Resourcefulness	Loyalty
Initiative	Objectivity

Accuracy: Complete each detail of job. Check exactness of each detail, correct errors made, check cor

Judgment: Think about what you are doing. See need for action, never ignore need for action, examine accordingly.

Follow-through: Follow tasks to completion. "Enclosed" implies instruction in a dictated letter. The procure the material and put it in with the letter.

Resourcefulness: Try different solutions until a successful one is found.

Initiative: Doing helpful things without being told.

Consideration: Think of others first. Stay at your desk if you think the executive will be needing y

Tack: Talk and act so that you do not annoy or embarrass others.

Discretion: Avoid discussing office matters.

Loyalty: Always support your boss, your division, and/or your agency. "Loyalty is allegiance, expres

Objectivity: Learning to react only after looking at a situation in an impersonal yet comprehensive m the best in a given situation.

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TOP TEN CLERICAL TRAITS*

ANCE

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nt

-through

cefulness

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HUMAN RELATIONS

Consideration

Tact

Discretion

Loyalty

Objectivity

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t you do not annoy or embarrass others.

sing office matters.

your boss, your division, and/or your agency. "Loyalty is allegiance, expressed and implied."

react only after looking at a situation in an impersonal yet comprehensive manner. Look for
a given situation.

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OFFICE EMPLOYEES-SUPERVISOR'S QUESTIONNAIRE*

Alway

1. *Does your secretary project a pleasant, efficient, and enthusiastic image of your office?*
2. *Are you satisfied with the way she handles your visitors when you are in or away from the office?*
3. *Does your secretary have a positive attitude?*
4. *Does she work well and have good rapport with her co-workers?*
5. *Are you doing some office tasks that you think she could handle for you?*
6. *Is your secretary accurate and prompt with her work?*
7. *Does shw have a good command of English in her oral and written communication?*
8. *Does shw show initiative in her work?*
9. *Do outside interests interfere with her office work?*
10. *Is she dependable and punctual?*
11. *Does she provide you with the assitance that allows you to work on priority projects while she coordinates other tasks?*
12. *Do you allow her to handle any written communications?*
    If yes, what kind?
    a.
    b.
    c.
13. *Is she well organized in handling the work flow?*
14. *Does she follow through with job assignments?*
15. *Does she handle telephone calls efficiently and diplomatically?*
16. *Does she scan the mail and provide you with necessary reference materials?*
17. *Is she well groomed?*
18. *Are you well pleased with her ability to supervise other employees?*
19. *Is she eager to learn new skills that will help her to be a better assistant to you?*
20. *Is her typewritten work prepared neatly and accurately?*
21. *Does she remain poised and even tempered when job pressures are high?*
22. *My secretary and I have a good working relationship?*
23. *Does she keep the office files up to date and have an efficient retrieval system?*
24. *Does she research materials to assist you with special projects?*
25. *Are you satisfied with her job performance?*

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OFFICE EMPLOYEES-SUPERVISOR'S QUESTIONNAIRE*

	Always	*Usually*	*Sometimes*	*Never*	*Not applicable*
project a pleasant, efficient, and enthusiastic image of					
ith the way she handles your visitors when you are in or away					
have a positive attitude?					
and have good rapport with her co-workers?					
office tasks that you think she could handle for you?					
ccurate and prompt with her work?					
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materials to assist you with special projects?					
with her job performance?					

---

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HUMAN RELATIONS WITH YOUR EMPLOYER

(Role Playing Situations)

1. Your employer is often away from his desk to confer with other executives. When someone telephones times you do not know where he is at the moment or when he will be able to return the call. How wo handle this situation?

2. When correspondence or reports are mislaid, you usually find them on your boss's desk. Frequently, employer schedules visitors and forgets to notify you. These types of situations can be very embarr How would you let outsiders know these errors are not really your fault?

3. Your employer frequently asks you to retype letters having grammatical errors in them which he has w Furthermore, he is irritated if his grammar is corrected if he feels he is right. What can you do t this situation?

4. Your employer's memory for details is not always as good as yours. He forgets to write follow-up le return telephone calls, attend regular scheduled meetings, etc. How should you remind him to do the

5. You have been assigned to work for three men and they all want their work out at the same time. Wha best method of handling the siutation?

HUMAN RELATIONS WITH YOUR EMPLOYER

(Role Playing Situations)

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are he is at the moment or when he will be able to return the call. How would you

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the siutation?

DEVELOP YOUR SIXTH SENSE*

(Suggestions for Dealing Effectively With People)

Personality Development

1. Be sincerely interested in people
2. Smile
3. Remember names
4. Be a good listener
5. Talk of things interesting to the other person
6. Give the other person a feeling of importance

Diplomacy

1. Avoid argument
2. Respect the other person's opinion
3. If wrong, admit it quickly and emphatically
4. Begin with a point of agreement
5. Let the other person do the talking
6. Put yourself in the other person's shoes

---

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Washington, D.C.

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Correcting Without Offending

1. Talk about your own mistakes first
2. Call attention to mistakes indirectly
3. Don't back the other person against the wall
4. Praise improvement
5. Encourage
6. Let the other man save his face

WHAT IS A SECRETARY?*

Secretaries are human . . . just like the rest of us. They come in both sexes, mostly female. Th a variety of shapes, sizes, ages, and dispositions. Generally speaking, there are three kinds: p and consolation prizes.

They are found everywhere -- in offices, on committees, and in coffee shops. They are always on h when we don't need them, and usually in the mailroom, print shop, or stockroom when we're desperat to find them is in Pollyanna's Dress Shop. The hardest place to find them is in employment agenci

Secretaries like three-day weekends, lunch invitations, erasers, single men, low-calorie salads, b tions, late TV movies, and the Panama Beaver salesman. They don't like cigar-chewing dictators, c on letters, old jokes, and cleaning out files. They don't like bosses who boss.

They prepare letters, reports, and cover-up excuses for their bosses. They are required to have t Job, the wisdom of Solomon, the memory of an elephant, the disposition of a lamb, the experience o and the poise and personality of a Powers model. They are expected to produce on a moment's notic filed in briefcases, glove compartments, and yesterday's coat pocket. Instinctively they are supp that never happen, and also to conveniently overlook other things that go on.

On television secretaries are glamorous girls who save their bosses from one predicament after ano they are girls whose spelling, punctuation, and paragraphing seldom agree with those of their boss

When they do something good, that's their job. When they do something wrong, that's what we have these days. Secretaries dream about homes covered with ivy; the few who don't live in apartments with mortgages. If they enjoy the luxury of driving cars to the company parking lots they're well need a raise, but if they ride the bus and arrive late they are part of the common herd and not wo

Because of their devoted dedication to duty, they deserve to be executaries in their own right. B realize this ambition they will continue to serve as their bosses right arm. They will continue t good, and we will go right on neglecting to tell them how important they are to us . . . a fact we admit, every time they go on vacation.

May we forever bless that first day when some overworked boss invented that immortal labor-saving will you bring in your book!"

*The tribute, "What Is a Secretary?" was written by Wilbert L. Scheer especially for meetings of t Secretaries Association. It is not copyrighted and may be reproduced, or adapted, to suit any loc

WHAT IS A SECRETARY?*

. . . just like the rest of us. They come in both sexes, mostly female. They are available in
zes, ages, and dispositions. Generally speaking, there are three kinds: prizes, surprises,

re -- in offices, on committees, and in coffee shops. They are always on hand and never busy
, and usually in the mailroom, print shop, or stockroom when we're desperate. The best place
yanna's Dress Shop. The hardest place to find them is in employment agencies.

day weekends, lunch invitations, erasers, single men, low-calorie salads, boss away at conven-
and the Panama Beaver salesman. They don't like cigar-chewing dictators, corrections written
and cleaning out files. They don't like bosses who boss.

reports, and cover-up excuses for their bosses. They are required to have the patience of
omon, the memory of an elephant, the disposition of a lamb, the experience of a travel agent,
onality of a Powers model. They are expected to produce on a moment's notice, papers that were
love compartments, and yesterday's coat pocket. Instinctively they are supposed to see things
also to conveniently overlook other things that go on.

ies are glamorous girls who save their bosses from one predicament after another. In real life
pelling, punctuation, and paragraphing seldom agree with those of their bosses.

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DEVELOP YOUR SIXTH SENSE*

(Suggestions for Dealing Effectively With People)

PERSONALITY DEVELOPMENT

1. Be sincerely interested in people
2. Smile
3. Remember names
4. Be a good listener
5. Talk of things interesting to the other person
6. Give the other person a feeling of importance

DIPLOMACY

1. Avoid argument
2. Respect the other person's opinion
3. If wrong, admit it quickly and emphatically
4. Begin with a point of agreement
5. Let the other person do the talking
6. Put yourself in the other person's shoes

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OFFICE DIPLOMACY*

You are the Ambassador for the U.S. Government, your agency, your division, your office, and your responsibility to give each caller the "Red Carpet" treatment. Proper treatment of all callers ca for helpfulness, courtesy and service. Visitors do remember how they are received and executives personality and they appraise employees on how they meet, greet, and get along with others. Patie sary requirement; service is your motto.

GREETING A CALLER

Greet each person entering your office with a smile and a friendly attitude. A pleasant "Good mor afternoon" may also be added. You will set the pace of the visit; the caller will probably judge manner of approach you use. If the visitor does not offer information about the purpose of his ca I help you?" If you are not near the visitor's point of entry, nod your head to acknowledge his p immediately join him. Do not shout or run. Never ignore the visitor.

FIND OUT THE PURPOSE OF THE CALL

Tactfully ask the visitor why he wants to see your boss, and what service or agency he represents. volunteer this information, you may say, "May I tell Mr. Boss what it is you wish to see him about

Learn and study names that are important to your office. When a person comes into your office, st then learn the name which corresponds with the face. Everyone likes to be known. The clerical as to climb to the top of the success ladder will start by learning and remembering the names of the

MAKE THE CALLER FEEL COMFORTABLE

Help free the visitor from coats, hats, umbrellas, and packages. Hang up his coat and place his h where they will not be disturbed.

If the visitor has to wait for any length of time to see your boss, see that he has a comfortable or magazine, perhaps a cup of coffee, and ash tray and matches if he smokes. Sometimes it is nece bit of small talk to make the caller feel relaxed. Appropriate "small talk" could be about the we events, or a forthcoming holiday. If the visitor has a point of view that does not agree with you even indicate that you differ with him. Smile, as if in agreement, and casually refer to a relate

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differ with him. Smile, as if in agreement, and casually refer to a related, noncontroversial

o use this material was granted by the U.S. Civil Service Commission, Bureau of Training, topic. Never discuss agency business or personal problems. A small amount of "small talk" is good; do it. The visitor will realize that you have other duties to perform. After you have settled the visito excuse yourself and go on with your duties. At this point, you should stay in the room, and busy yours your formal tasks.

ESCORTING A VISITOR INTO YOUR BOSS' OFFICE

If your boss has not met Mr. Visitor, it is your duty to escort him into your boss' office and perform ductions. If you are not sure, ask him -- "Have you met Mr. Boss before?" If he says yes, then you ma into the office without making any formal introduction between the two gentlemen. (Sometimes it is hel boss if you casually drop the name of the visitor such as -- "If I can be of further assistance, Mr. Vi let me know," or "Mr. Visitor, go right in."

When making introductions, use the boss' name first. "Mr. Boss, this is Mr. Visitor." Say the names s distinctly. There are exceptions to this rule. When introducing a congressional person or a minister use their names first. Your boss also might have his own preferred way. In this case, always follow y wishes. After making the proper introduction, leave quickly.

REFERRING THE CALLER

If the visitor has the wrong office, politely tell him so, write on a small sheet of paper the number o and the name of the party he should see. Help give him directions.

THE CALLER WITH AN APPOINTMENT

When a caller with an appointment arrives, greet him properly, and notify your boss (in the manner he h

THE CALLER WITHOUT AN APPOINTMENT

Many visitors do not have appointments. Treat them courteously while you tactfully find out if the boss Always make each visitor, with or without an appointment, feel welcome.

INTERRUPTING A CONFERENCE

Try to avoid interrupting a conference; but if you have an understanding with your boss that it is to be for certain visitors, do so quietly and unobtrusively. Enter the room without knocking and hand your bo and leave unless he signals you to wait.

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quietly and unobtrusively. Enter the room without knocking and hand your boss a note
you to wait.

WHEN THE CALLER LEAVES

Both your greeting and farewell should be accompanied with a smile. Try to use the name again. "Goodby Mr. Visitor." Using his name will flatter him and also help you remember his name. Alwa of service. Remember you are an Ambassador representing your office.

farewell should be accompanied with a smile. Try to use the name again. You could say, Using his name will flatter him and also help you remember his name. Always be pleasant and ou are an Ambassador representing your office.

TIME TO REORGANIZE MY CLERICAL RESPONSIBILITIES*

Below are listed some of the major and minor responsibilities held by clerical assistants. How many of directly under your line of responsibility? Place a check mark (✓) by those duties relating to your jo have other duties, please add them to the list. When you have completed your list, rank them in your or importance. The importance of the duties will vary with each clerical assistant and with each individua responsibility. Tomorrow, please bring to class, your typed list of your duties and responsibilities ra importance.

1. Typing
2. Filing
3. Answering the telephone
4. Acting as the receptionist
5. Taking shorthand
6. Transcribing shorthand
7. Transcribing from a dictating machine
8. Handling the mail - includes distribution for the office
9. Duplicating and reproducing office material
10. Controlling office supplies
11. Running errands (includes getting coffee)

The clerical employee needs many personal qualities to perform her job competently. Think of the qualiti you need as you perform your daily tasks. Please type and bring to class twenty (20) or more personal qu which you feel you should have and utilize to help you handle your clerical role more competently.

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ORGANIZE YOUR WORK (PLANNING)*

Because of the very nature of a secretary's job -- unforeseen interruptions, special rush work, and contingencies which cannot be planned for -- trying to set up and adhere to an hour-by-hour schedul a waste of time. However, for most efficient performance of her various duties, the secretary shou insofar as possible.

Her daily duties consist of jobs which may be classified as regular, occasional, and special. If b she can handle these duties satisfactorily and still save out time for creative work, where she can she is well on her way to making herself an invaluable aid to her boss.

What is meant by "planning?" It can be summarized as:

Anticipating jobs to be done

Organizing work

Thinking ahead and thinking through -- deciding ways of doing jobs

Consulting with others where this is required

Getting ready for jobs

It goes without saying that every duty must be performed either today, tomorrow, or in the future. basis, it becomes necessary for the secretary to decide:

1. What is to be done first (items that must go out today, rush matters, teletypes, letters a
2. What should be done next (the day's ordinary work, getting it taken care of in good time).
3. What can be postponed until later (using and clearing the pending or follow-up file, setti definite date for things to be done, using the spare minutes when the boss is out of the o reference lists).

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ESSENTIALS OF PLANNING*

Two top requirements for good planning are (1) getting a picture of the job to be planned and (2) findi to Who, What, When, Where, How, and Why. These two requirements naturally overlap, and might well be c the latter heading, as follows:

Who	is involved; administrative and supervisory channels; the boss's, your own, and other pe relationship to the job
WHAT	is the job; what is to be accomplished, and what is required to do it
WHEN	is the job to be done; day and hour deadlines for you, other personnel, and the boss
WHERE	is the job to be done; provisions for space
HOW	shall the job be accomplished; best methods and tools
WHY	is the job being done; its purposes, values, scope and objectives

TO SUMMARIZE, the main principles of planning are:

1. Do first things first.
2. Bring into the planning those who are affected.
3. Make provisions for interruptions, delays, unforeseen developments, and emergencies, as far a
4. Try to set up procedures for routine matters or to improve procedures already in use.
5. Finish what you start.
6. Make a record -- put it in writing if necessary.

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ALWAYS MAKE SENSE*

Never write anything or go ahead with any work which does not make sense.

Make a special point of clearness, avoiding all vagueness. First, listen to all instructions given
them through as far as possible while you are receiving them. Then do not be afraid to ask questio
you may not understand. Learn the "reason why." Things which do not make sense to you may neverth
Asking questions will teach you the "Why's and Wherefore's" and enable you to go ahead intelligentl
may be responsible for the accuracy, completeness, clearness, and tone of the material he gives you
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CULTIVATE A GOOD SENSE OF TIME*

Be prompt and regular in attendance. This is the first prerequisite for overall dependability.

Know the value of your time.

1. Don't spend more time on details than they are worth. If other clerical help is available, ask for delegate routine jobs.

2. Rush no faster than you can accurately. Realize how much each error costs in both time and material to think! Don't do any job unthinkingly.

3. On the other hand, don't dawdle over ordinary work. Speedy action on routine things can well go a l freeing you for more interesting work.

4. Finish each task as you go, constantly endeavoring to get everything flowing over and away from your material up, reading it, and setting it aside for future action is not only wasteful of motion and o thinking time, but also often creates a mental drag which will slow down your performance of other t your realizing it. This general slow-down is due to the knowledge in the back of your mind that the set aside is still there on your desk demanding a decision and action. If you had taken care of it first pick-up, the mental lift of a job completed would be helping you on the next.

Be willing to give a little more time than you are paid for. For example, many executives put a high val secretary's habit of always arriving for work 15 minutes ahead of time. That extra 15 minutes gives the an opportunity to attend to her housekeeping duties and organize her own work so that she will not be flu around filling his pen, arranging flowers, or attending to other duties at his desk after the boss arrive all ready if he buzzes for her to come in for dictation right on the stroke of 8 a.m. or to take care of he would like to have done before an early caller arrives.

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EXAMPLE OF AN IN-BASKET EXERCISE

Job Description:

Student is a secretary for a management consultant firm which has one chief, Mr. Q and three
Ms. Y, and Mr. Z.

Chief and assistants depend on the secretary to finish their work. On the morning of Monday,
the following items are in the in-basket. Establish work priorities.

1. Unopened mail
2. Note that Mr. Q who is taking a trip to Russia next week and wishes to change his plane
3. Three phone messages for Mr. Q, one of which is from his wife labeled URGENT.
4. Three rough drafts to be typed for Mr. Z.
5. Carbon copies of letters typed Friday to be filed.
6. Notice that Ms. Y's luncheon appointment for Monday has been canceled.
7. Manuscript due next week to be typed for Mr. X.
8. Report due next week to be typed for Mr. Q.
9. Shorthand notes of last week's meeting to be transcribed.

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ORGANIZATION OF OFFICE DUTIES*

Place these items in a list of priority. Base your solution on judgment and present job position. Wha
you do first? Make every minute count and organize your time.

______ 1. File materials typed yesterday

______ 2. Take meeting agenda for next week to the Xerox room

______ 3. Type a letter (a "rewrite" from yesterday)

______ 4. Go for office coffee

______ 5. Distribute the incomming mail

______ 6. Update and check your boss' calendar

______ 7. Clean desk

______ 8. Take dictation

______ 9. Telephone Mary in Mr. Nolan's office and tell her Mr. Ruben (your boss) will need the estim
figures before his 11 o'clock committee meeting

______ 10. Call electrician about flickering light

PREFERENCE ORDER

______ 1.

______ 2.

______ 3.

______ 4.

______ 5.

______ 6.

______ 7.

______ 8.

______ 9.

______ 10.

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DAILY WORK PLANNER

TO BE DONE	DETAILS	TIME

ORGANIZE YOUR MATERIALS*

Personal desk efficiency has a great deal to do with overall work efficiency, and is thus deserving of ca thought. Placing the emphasis on the desk as a piece of work-processing equipment, and not as a storage anything except regularly used material, will help you organize it for the greatest possible economy of t motion:

a. Keep all necessary supplies and equipment in good condition and readily available.

When the boss calls on you for dictation or some other instructions, there is no excuse for kee waiting while you sharpen pencils, fill your pen, or look for your notebook.

(1) Arrange the material which it is necessary to keep in your desk drawers with an eye toward accessibility and convenient handling.

(2) Keep the top of your desk clear for action, with no accumulation of unnecessary odds and en material needed at the time in evidence. This facilitates concentration on the work in ha

(3) Use other files, not your desk for permanent or semi-permanent material.

b. Keep any unfinished work in a certain place or in some certain order, so that you, or anyone wh fill in for you, will know just where each job stands.

This applies, as well, to the placement or segregation of any work which may have to pile up for your bos is out of the office. You may already have your own favorite procedure for this, but if not, you may be how grateful your boss will be for such a simple help. The type of material handled may permit many diff classifications, or the simple practice of breaking the accumulation down into three folders with such as "as soon as possible," and "at your convenience" may be practical.

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SOURCES OF INFORMATION*

It has been said that the next best thing to knowing everything about a given subject is knowing wh
the information when you need it.

In the first place, you should have at your fingertips all the information to which you need to mak
reference. This may be in the form of various publications or may be compilations of your own -- i
loose-leaf binders, or files -- depending on the nature of the necessary material.

Most secretaries will need only a few of the following publications at their desks for personal use
should be familiar with them and know where copies are available, whether on someone else's desk, i
or in a public library:

1. Dictionary
2. Thesaurus, book of synonyms and antonyms
3. Grammar book
4. Agency telephone directory
5. Telephone books, local and other, and area codes
6. Secretarial handbook
7. Shorthand Dictionary
8. Statutes governing functions of your agency and any related agencies
9. World Almanac
10. Hotel Guide

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hone directory

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handbook

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o use this material was granted by the U.S. Civil Service Commission, Washington, D.C.

11. City Directory

12. Zip Code Directory

13. Official Air Line Guide

The material each of you will compile for yourself will vary with the requirements of your job, the diver your interests, and the amount of time your can devote to collecting information. One useful information be your own notebook collection, consisting of:

Part I -- Vocabulary -- words which you looked up more than once for spelling, pronunciation, div meaning.

Part II -- English language rules of grammar and punctuation which meet frequent needs and about w usually unsure. Try to include examples to illustrate the correct usage.

Part III -- Collection of handy hints -- everyday hints for secretarial work, whether devised by th herself or by others.

Part IV -- Reflections on secretarial experience -- clippings from periodicals, copies of practical tional extracts from books, which appeal as strengthening or as adding to efficiency; hu cartons ... notes from lectures and courses of study about business procedure, personal ways of improving.

Your manual may contain all of these things or few of them. The object is to fit it to your own needs an

How-to-do-its and Hints

A desk manual -- service book, memory book, or whatever you wish to call it -- will be helpful to you fro you start it, and practically invaluable to anyone who has to take over your job on short notice. It mig samples of forms, letters, minutes, contract reports, or any other special material which you need, and s directions for particularly detailed jobs. If kept in loose-leaf form, such a book is the logical place of the information the secretary needs from day to day, such as:

Mail schedules -- office pick-ups, building pick-ups, post office handling, and air mail closing ti as a schedule of rates and classes of mail uide

compile for yourself will vary with the requirements of your job, the diversity of t of time your can devote to collecting information. One useful information source will on, consisting of:

-- words which you looked up more than once for spelling, pronunciation, division, or

guage rules of grammar and punctuation which meet frequent needs and about which you are re. Try to include examples to illustrate the correct usage.

of handy hints -- everyday hints for secretarial work, whether devised by the secretary y others.

on secretarial experience -- clippings from periodicals, copies of practical or inspiracts from books, which appeal as strengthening or as adding to efficiency; humor ... notes from lectures and courses of study about business procedure, personal appearance, oving.

f these things or few of them. The object is to fit it to your own needs and interests.

How-to-do-its and Hints

, memory book, or whatever you wish to call it -- will be helpful to you from the time invaluable to anyone who has to take over your job on short notice. It might include nutes, contract reports, or any other special material which you need, and step-by-step etailed jobs. If kept in loose-leaf form, such a book is the logical place for the bulk ary needs from day to day, such as:

pick-ups, building pick-ups, post office handling, and air mail closing times -- as well and classes of mail

Teletype, and telegraphic services and rates

Any special codes used:

Proofreaders' marks

Soundex code if used in any files to which you may need access at odd times

Verify code for use in clarifying spelling of names and initials over the telephone or i

Office Who's Who, listing the names, titles, addresses, and telephone numbers of agency offic executives of your agency, together with information about their preferences in any matters w to take care of from time to time

Organization chart

Reports, forms, or charts on which you need to make entries periodically

Salary scales

Schedules for trains, buses, and planes

Special decisions on how material is to be handled, whether determinations of policy or small capitalization and punctuation

Special address book with telephone numbers of persons outside the agency with whom employer frequently legraphic services and rates

s used:

rs' marks

s if used in any files to which you may need access at odd times

for use in clarifying spelling of names and initials over the telephone or in dictating

, listing the names, titles, addresses, and telephone numbers of agency officials, and main
our agency, together with information about their preferences in any matters which you may need
from time to time

rt

or charts on which you need to make entries periodically

rains, buses, and planes

s on how material is to be handled, whether determinations of policy or small details like uniform
nd punctuation

book with telephone numbers of persons outside the agency with whom employer communicates

APPENDIX D

ONE HUNDRED MOST COMMONLY MISSPELLED WORDS

1. accrued
2. collateral
3. accommodate
4. discipline
5. unmanageable
6. especially
7. athletics
8. separate
9. referring
10. occasion
11. seize
12. supersede
13. dissatisfied
14. noticeable
15. eligible
16. incredible
17. concession
18. procedure
19. occurrence
20. omitted
21. embarrass
22. all right
23. prejudice
24. recommend
25. inoculate
26. misspell
27. consensus
28. yield
29. mail chute
30. transient
31. dissimilar
32. enervate
33. disappoint
34. preferring
35. audible
36. occurred
37. auxiliary
38. bookkeeper
39. accessible
40. license
41. benefited
42. besiege
43. counterfeit
44. intercede
45. extension
46. dictionary
47. calendar
48. tragedy
49. superintendent
50. cite (quote)
51. pronunciation
52. ofttimes
53. loneliness
54. precede
55. pamphlet
56. restaurant
57. questionnaire
58. sentinel
59. harass
60. develop
61. hypocrisy
62. Niagara
63. exorbitant
64. ninth -- ninety
65. whose (possessive pronoun)
66. site (location)
67. across
68. acquitted
69. disappear
70. irresistible
71. serviceable
72. legitimate
73. illegible
74. mileage
75. penitentiary
76. omission
77. apparel
78. typing
79. allotted
80. equipped
81. exhilarate
82. grammar
83. height
84. maintenance
85. momentous
86. optimistic
87. personnel
88. persuade
89. profession
90. repetition
91. strictly
92. welfare
93. sergeant
94. laboratory
95. allege
96. Cincinnati
97. management
98. mucilage
99. existence
100. principal (money)

ONE HUNDRED MOST COMMONLY MISSPELLED WORDS

35. audible
36. occurred
37. auxiliary
38. bookkeeper
39. accessible
40. license
41. benefited
42. besiege
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44. intercede
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46. dictionary
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